OLEKSANDR KHOMENKO

ENGLISH FOR INTERNATIONAL TOURISM

ELECTRONIC EDUCATIONAL EDITION

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ
УНІВЕРСИТЕТ

English for International Tourism

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
до вивчення навчальної дисципліни
Англійська мова за професійним спрямуванням
(міжнародний туризм)
для здобувачів **першого** курсу
першого (бакалаврського) рівня вищої освіти

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М 54 Методичні рекомендації до вивчення навчальної дисципліни **Англійська мова за професійним спрямуванням освітньої програми "Міжнародний туризм і мови Середземномор'я"** для здобувачів першого курсу першого (бакалаврського) рівня вищої освіти. / Укладач Олександр ХОМЕНКО. Київ: Видавничий центр КНЛУ , 2026. 147 с.

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Дані методичні рекомендації розроблено відповідно до робочої програми навчальної дисципліни «Англійська мова за професійним спрямуванням (міжнародний туризм)» для організації та проведення практичних занять зі студентами 1 курсу першого (бакалаврського) рівня вищої освіти освітньої програми «Міжнародний туризм і мови Середземномор'я» (галузі знань J Транспорт та послуги / B Культура, мистецтво та гуманітарні науки; спеціальності J3 Туризм та рекреація / B11 Філологія), денна форма навчання. Дисципліна є складовою фахової підготовки студентів і спрямована на формування загальної та професійно орієнтованої іншомовної комунікативної компетентності, необхідної для ефективної професійної діяльності у сфері міжнародного туризму.

Цільова аудиторія. Студенти 1 курсу першого (бакалаврського) рівня вищої освіти. Вивчення англійської мови починається з рівня B2.1; послідовне опрацювання матеріалів Units 1–6, з урахуванням обсягу аудиторних годин, забезпечує досягнення рівня B2.2 за Загальноєвропейськими рекомендаціями з мовної освіти до кінця першого року навчання.

Місце дисципліни в навчальному плані. Дисципліна розрахована на 6 кредитів ЄКТС (180 год.), з яких 60 год. – практичні заняття (по 30 год. у I та II семестрах) та 120 год. – самостійна робота студента (по 60 год. на семестр). Підсумковий контроль – залік наприкінці кожного семестру. Одне заняття становить 2 академічні години (80 хв.).

Обсяг і структура матеріалу. Методичні рекомендації охоплюють 6 Units (20 занять, 40 академічних годин): Unit 1 – 6 год. (3 заняття), Unit 2 – 8 год. (4 заняття), Unit 3 – 6 год. (3 заняття), Unit 4 – 6 год. (3 заняття), Unit 5 – 6 год. (3 заняття), Unit 6 – 8 год. (4 заняття). Матеріал розрахований на два семестри першого курсу; розподіл Units за

семестрами залежить від кількості аудиторних годин і визначається викладачем, а залишок аудиторного часу використовується для повторення, проєктної роботи, презентацій, модульних контрольних робіт та підготовки до заліку.

Додаткове опрацювання (Further Practice). Рубрика Further Practice наприкінці занять містить посилання на конкретні розділи й сторінки додаткових підручників (Jacob & Strutt, English for International Tourism: Upper-Intermediate; Хоменко О., Effective Business Communication). Робота з ними здійснюється за бажанням викладача й може становити від 20 аудиторних годин до 90 год. самостійної роботи студента протягом року залежно від обраної глибини опрацювання та рівня групи: від вибіркового виконання окремих завдань до систематичного опрацювання зазначених розділів.

Зв'язок із програмними результатами навчання. Опанування дисципліни забезпечує (серед інших) формування таких програмних результатів навчання освітньої програми: ПРН11 (володіння іноземною мовою на рівні, достатньому для професійної діяльності), ПРН12 (навички продуктивного спілкування зі споживачами туристичних послуг), ПРН13 (встановлення зв'язків з фахівцями галузі), ПРН23 (вільне професійне спілкування іноземною мовою усно й письмово), ПРН24 (робота з фаховою інформацією з різних джерел), ПРН25 (організація власного навчання й самоосвіти), ПРН27 (співпраця з представниками інших культур) та ПРН40 (управління діями/проєктами при розв'язанні професійних завдань).

Методичний підхід. Курс базується на комунікативній методиці навчання, орієнтованій на виконання завдань (task-based methodology). Кожен Unit побудований навколо реальної професійної ситуації у сфері туризму, а не навколо загальних тем із додаванням туристичної лексики. У межах кожного заняття чотири види мовленнєвої діяльності – читання, аудіювання, говоріння, письмо – інтегровано з цілеспрямованою лексичною та

граматичною роботою. Лексика й граматика кожного Unit обов'язково присутні в його текстах для читання та аудіоскриптах. Письмова компонента протягом першого року навчання зосереджена на навчанні написанню абзацу (paragraph): кожне письмове завдання супроводжується зразком (Model Paragraph) зі структурою «речення-тема – підтримувальні речення, пов'язані логічними сполучниками, – завершальне речення». Опанування цієї навички є підґрунтям для переходу до звітів, резюме та інших жанрів на другому курсі. Unit 6 містить заняття з проведення традиційної презентації (Conventional Presentation), що спирається на структурну модель, викладену в підручнику автора Effective Business Communication.

Навчально-методичне забезпечення. Під час укладання рекомендацій використано такі джерела:

- Jacob, M., Strutt, P. English for International Tourism: Upper-Intermediate Coursebook (Pearson Longman) – як джерело типів завдань і додаткового матеріалу (рубрика Further Practice подає посилання на конкретні розділи й сторінки);
- Хоменко О. Effective Business Communication (Revised 2026), Unit 2: Effective Presentation Skills Training, pp. 69–78 – для заняття з презентації в Unit 6;
- оригінальні авторські матеріали, розроблені спеціально для цього курсу (зокрема обидва Units про Україну), що доповнюють опубліковані джерела. Викладач, на свій розсуд, може додавати чи замінювати завдання.

Особливості електронного видання. Методичні рекомендації видано в електронному форматі, який передбачає інтерактивне використання документа на комп'ютері, планшеті або смартфоні (потрібне з'єднання з мережею Інтернет):

- зміст є інтерактивним: натиснувши на назву Unit, заняття або додатка, ви одразу переходите до відповідного розділу;

- у завданнях з аудіювання (Listening) значок 🎧 «Press the icon» є гіперпосиланням: натисніть на нього, щоб відкрити й прослухати аудіозапис;
- повні тексти аудіозаписів (audioscripts) наведено в додатках (Appendix B кожного Unit) – для довідки викладача та як резервний варіант на випадок, якщо відтворення аудіо недоступне;
- ключі до вправ і методичні нотатки для викладача розміщено в додатках, щоб студентську частину можна було використовувати окремо.

Для коректної роботи гіперпосилань рекомендовано відкривати документ у програмі для перегляду PDF-файлів (Adobe Acrobat Reader, браузер) без попереднього конвертування.

Форми контролю. Оцінювання здійснюється за модульно-рейтинговою системою: аудиторна та самостійна робота студента протягом семестру – до 50 балів (до цієї складової зараховуються й письмові абзаци та презентації, що виконуються в межах Units); модульна контрольна робота (МКР) – до 50 балів. Студенти із семестровим рейтинговим балом 60 і вище отримують залік автоматично; студенти з балом нижче 60 складають залік у формі читання/перекладу/переказу тексту, монологічного та діалогічного мовлення в межах вивченої тематики.

Структура документа. Для кожного з 6 Units подано: вступну таблицю з цілями заняття (сформульованими як результати навчання студента) та граматичним і лексичним фокусом; вправи за видами мовленнєвої діяльності – Vocabulary, Grammar, Reading, Listening, Speaking, Writing; домашнє завдання (Homework) і, де це доречно, рубрику Further Practice з посиланнями на додаткові матеріали. Додатки містять для кожного Unit ключі відповідей (Appendix A) і аудіоскрипти (Appendix B); методичні нотатки для викладача (рекомендації щодо проведення заняття, типові труднощі) винесено до

окремого додатка в кінці документа й не є частиною матеріалу, адресованого студентам.

Загальна мета. Закріпити володіння англійською мовою на рівні B2.1 та одночасно сформувати базову професійну лексику, мовленнєві функції та комунікативні ситуації сфери туризму, забезпечивши перехід до рівня B2.2 і заклавши основу професійної компетентності для подальшого навчання.

Наприкінці опанування Units 1–6 студенти повинні вміти:

Вид	Завдання
Vocabulary	Використовувати професійну термінологію туристичної галузі на аналітичному рівні (економічна складова галузі, географія та напрями України, типи туризму й профілі
Grammar	Застосовувати граматичні структури рівня B2: пасивний стан для опису фактів і процесів; означальні підрядні речення для розгорнутого опису; контраст герундія та інфінітива; модальні дієслова для здогадок і
Reading	Розуміти основний зміст, деталі та імпліцитну інформацію в автентичних і адаптованих текстах туристичної тематики (аналітичні статті, огляди готелів, рекламні
Listening	Розуміти основний зміст, ключові деталі та комунікативний намір мовця в діалогах і монологах професійного середовища
Speaking	Вести розгорнуте професійно спрямоване мовлення: описувати та рекомендувати туристичні продукти, аргументовано висловлювати думку, розв’язувати
Writing	Створювати зв’язні професійні тексти середнього обсягу – насамперед структуровані абзаци (topic sentence,

ТЕМАТИЧНИЙ ПЛАН

N°	Unit	Граматичний фокус	Заняття	Години
1	Welcome to the Tourism Industry	Passive Voice	3	6
2	Ukraine: Geography & Top Destinations	Relative clauses	4	8
3	Types of Tourism & Traveller Profiles	Gerund vs Infinitive	3	6
4	Travel & Transportation	Modals of deduction	3	6
5	Accommodation: Hotels & Hospitality	Second Conditional; Reported Speech	3	6
6	Booking & Reservations	Future Continuous / Perfect; Conditionals I & II	4	8
	Всього		20	40

Під час підготовки матеріалів автором використано інструменти штучного інтелекту: для створення чернеток текстів для читання, аудіоскриптів, редагування англомовного тексту. Усі аудіоматеріали озвучено засобами штучного інтелекту (elevenlabs.io) на основі власних сценаріїв.

Концепція курсу, добір тематики й граматичного змісту, структура Units, методичні рішення, відбір і редагування матеріалів, а також відповідальність за остаточний зміст належать укладачеві.

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UNIT 1. WELCOME TO THE TOURISM INDUSTRY

6 academic hours

In this unit, you will explore the tourism industry as an economic system — how it generates revenue and employment, and why its impact reaches far beyond hotels and airlines. You will learn to use the passive voice to describe industry facts and processes, and discuss career paths and skills in tourism.

LESSON 1: THE ECONOMICS OF TOURISM

By the end of this lesson, you will be able to:	discuss the economic significance of the tourism industry using appropriate analytical vocabulary; use the passive voice to describe industry-wide facts and processes; understand a short talk on tourism economics.
Grammar	Passive voice (Present Simple and Present Perfect) for describing facts and processes
Vocabulary	Industry and economic terms (10 items)
Skills you'll practise	Vocabulary · Grammar · Reading · Listening

WARM-UP

Work with a partner. Beyond hotels, flights, and restaurants, name as many businesses as you can that benefit indirectly from tourism (for example: a laundry service, a local farm).

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
industry sector	a distinct branch of economic activity	Tourism is often described as one of the world's largest industry sectors.
stakeholder	an individual, group, or organisation with a vested interest in an outcome	Local communities are key stakeholders in sustainable tourism planning.

economic contribution	the value an industry adds to a country's overall economy	Tourism's economic contribution is often measured as a percentage of GDP.
supply chain	the network of businesses involved in producing and delivering a product or service	A single holiday can involve a surprisingly long supply chain, from airlines to local guides.
revenue	income generated from business activity	Hotel revenue typically peaks during the summer months.
seasonality	the pattern of demand rising and falling at different times of year	Seasonality is one of the biggest challenges facing seaside resorts.
diversification	expanding into new products, markets, or services to reduce risk	Many destinations are investing in diversification to attract visitors outside the peak season.
destination	a place that people travel to	Emerging destinations often struggle to compete with well-established ones.
multiplier effect	the way money spent in one part of the economy generates further economic activity elsewhere	Economists often point to the multiplier effect of tourism spending on local economies.
indirect employment	employment created in businesses that support an industry without dealing with its customers directly	A local farm supplying hotel kitchens is a classic example of indirect employment.

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. industry sector
2. stakeholder
3. economic contribution
4. supply chain
5. revenue
6. seasonality
7. diversification
8. destination
9. multiplier effect
10. indirect employment

Definitions:

A) a distinct branch of economic activity
B) an individual, group, or organisation with a vested interest in an outcome
C) employment created in businesses that support an industry without dealing with its customers directly
D) the network of businesses involved in producing and delivering a product or service
E) income generated from business activity
F) the pattern of demand rising and falling at different times of year
G) expanding into new products, markets, or services to reduce risk
H) a place that people travel to
I) the way money spent in one part of the economy generates further economic activity elsewhere
J) the value an industry adds to a country's overall economy

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. The hotel's _____ increased significantly during the summer months.
2. Because of _____, many seaside towns are almost empty in winter.

3. Local governments are key _____ in sustainable tourism planning.
4. A single trip can involve a surprisingly long _____, from airlines to local guides.
5. Many destinations are investing in _____ to attract visitors outside the peak season.

GRAMMAR – PASSIVE VOICE FOR FACTS AND PROCESSES

Look at the sentences below:

- Millions of jobs are supported by tourism-related activities. (Present Simple passive)
- Tourism has long been recognised as a major driver of regional development. (Present Perfect passive)

We use the passive voice when we want to focus on the action or the result, rather than on who performs it — very common in describing industries, systems, and processes.
Form: be + past participle (has/have been + past participle for the Present Perfect).

Exercise 1. Controlled practice
Rewrite each sentence using the passive voice.
1. Tourism supports millions of jobs worldwide. ➜ Millions of jobs _____ by tourism worldwide.
2. Complex supply chains connect local businesses. ➜ Local businesses _____ through complex supply chains.
3. People often underestimate the industry's economic impact. ➜ The industry's economic impact _____ .
4. Tourism supports a third of jobs in many coastal regions, directly or indirectly. ➜ A third of jobs in many coastal regions _____, directly or indirectly.
5. Destinations worldwide have increasingly adopted diversification strategies. ➜ Diversification strategies _____ by destinations worldwide.

Exercise 2. Freer practice
Work in pairs. Write 3 true sentences about the tourism industry using the passive voice, recycling at least 2 vocabulary items from Exercise 1.

READING

Exercise 1. 'Why Tourism Matters to Economies'
Read the text below. It uses all 10 vocabulary items from this lesson.

Tourism is often described as one of the world's largest and most complex industry sectors, yet its true scale is easy to underestimate. Beyond hotels and airlines, an enormous supply chain is involved: from the taxi driver who takes visitors from the airport, to the farmer who supplies vegetables to a hotel kitchen, to the artisan who sells handmade souvenirs in a market square.

Because so many different businesses are connected through this supply chain, tourism's economic contribution is rarely limited to the companies that deal with tourists directly. Economists use the term multiplier effect to describe how money spent by a single visitor circulates through a local economy: a payment made at a hotel might be used to pay staff wages, which are then spent in local shops, which in turn generate further income for other businesses. For this reason, tourism is considered by many governments to be an unusually powerful tool for regional development.

Employment is another area where tourism's impact is often underestimated. Direct employment, such as hotel receptionists or tour guides, is only part of the picture; a much larger number of jobs are created indirectly, in areas such as agriculture, transport, and construction. In some coastal regions, more than a third of all local jobs are supported, directly or indirectly, by tourism-related revenue.

However, tourism is not without its challenges as an economic sector. Seasonality remains one of the greatest difficulties faced by destinations that depend heavily on summer visitors: businesses may struggle to generate enough revenue to survive the quieter months, and seasonal workers are often left without stable, year-round employment. As a result, diversification has become a central strategy for

many destinations, whether through developing winter sports facilities, promoting cultural tourism, or attracting business travellers outside the traditional holiday season.

Ultimately, every stakeholder in the tourism industry, from national governments to small family-run guesthouses, has an interest in how these economic patterns develop. Understanding the industry not simply as a collection of hotels and flights, but as an interconnected economic system, is the first step toward working successfully within it.

Mark each statement True or False, then correct the false ones. Then answer questions 5 and 6 in your own words.

1. The text suggests that tourism's economic contribution is limited to businesses that deal with tourists directly.
2. The multiplier effect describes how money spent by one visitor circulates through a local economy.
3. According to the text, indirect employment is a smaller part of the picture than direct employment.
4. Seasonality is described as a challenge mainly for destinations that depend on summer visitors.
5. In your own words, why does the text describe tourism as an 'interconnected economic system' rather than just 'a collection of hotels and flights'?
6. What is one strategy mentioned in the text for addressing the challenge of seasonality?

LISTENING

Press the icon 

Exercise 1. 'How Tourism Shapes an Economy': gist and detail

Listen once for gist: which economic term is used to describe how money circulates through a local economy? Listen again and complete the notes below.

Term for money circulating through the local economy:	_____
Fraction of local jobs supported in some coastal regions:	_____
Main challenge mentioned:	_____
Strategy used to address that challenge:	_____

HOMEWORK

Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson

LESSON 2: PRESENTING FACTS AND FIGURES

By the end of this lesson, you will be able to:	describe statistics and trends using the passive voice, including passive + infinitive; read and summarise a short data-based report; deliver a brief spoken briefing from notes.
Grammar	Recycling and extending the passive voice: passive + infinitive (is expected to..., is forecast to...)
Vocabulary	Describing trends and data (8 items)
Skills you'll practise	Vocabulary · Grammar · Reading · Speaking · Writing

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
trend	a general direction in which something is changing over time	Tourism trends are usually reported every quarter.
year-on-year	comparing a period with the same period the previous year	Revenue grew 8% year-on-year.
peak season	the time of year when demand is highest	Prices rise sharply during peak season.

forecast	a prediction about what will happen in the future	Analysts have published their forecast for next year's arrivals.
fluctuate	to change frequently, rising and falling	Hotel occupancy fluctuates throughout the year.
briefing	a short meeting or report giving essential information	The manager gave a five-minute briefing on this quarter's figures.
to remain stable	to stay at roughly the same level without much change	Visitor numbers remained stable despite the economic downturn.
to level off	to stop increasing or decreasing and become steady	Growth levelled off after the initial boom.

Now match each numbered word (1–8) to its lettered definition (A–H).

Words:

1. trend
2. year-on-year
3. peak season
4. forecast
5. fluctuate
6. briefing
7. to remain stable
8. to level off

Definitions:

A) to stop increasing or decreasing and become steady
B) a short meeting or report giving essential information
C) comparing a period with the same period the previous year
D) a general direction in which something is changing over time

E) to stay at roughly the same level without much change
F) to change frequently, rising and falling
G) the time of year when demand is highest
H) a prediction about what will happen in the future

GRAMMAR — PASSIVE + INFINITIVE

Look at the sentences below:

- Tourism revenue is expected to grow by 10% next year.
- Visitor numbers are forecast to remain stable through the autumn.

This pattern (is/are + past participle + to + infinitive) is very common in reporting predictions and expectations professionally, and sounds more objective than 'I think...' or 'We expect...'.

Exercise 1. Controlled practice

1. It (predict) _____ that international arrivals will rise again next quarter.
2. Hotel occupancy (forecast) _____ to level off by the end of the year.
3. The new airport route (expect) _____ to bring more visitors to the region.
4. Seasonal employment figures (believe) _____ to fluctuate less than in previous years.

Exercise 2. Freer practice

Work in pairs. Write 2 predictions about the tourism industry (real or invented) using the passive + infinitive pattern.

READING

Exercise 1. 'Quarterly Tourism Report'

Read the short report below. It uses all 8 vocabulary items from this lesson.

According to the latest quarterly report, international tourist arrivals grew year-on-year for the third consecutive quarter, continuing a trend that analysts had largely predicted. Growth is not expected to continue at the

same pace, however: occupancy rates, which rose sharply during peak season, are forecast to level off over the coming months as demand returns to more typical levels.

Revenue figures tell a slightly different story. While overall income increased, much of this growth was concentrated in a small number of popular destinations, and several regions reported figures that remained stable rather than improved. Employment figures, by contrast, fluctuated more than expected, with seasonal hiring patterns making it difficult to draw firm conclusions about long-term job creation.

In a short briefing to journalists, one industry analyst noted that these mixed results are typical of a maturing market: mixed results like these are common once an industry reaches a certain size, with some regions continuing to expand while others simply hold their position.

Answer the questions below.

1. Is growth in international arrivals expected to continue at the same pace? What is forecast instead?
2. According to the report, was revenue growth spread evenly across all regions?
3. Why does the report say it is difficult to draw firm conclusions about long-term job creation?

SPEAKING

Exercise 1. Describe the trend

Look at the table below. Take turns with a partner describing one row using the passive voice and a time expression (e.g., 'Over 80 million international arrivals were recorded in 2024.'). Practise saying the large numbers clearly and naturally.

Indicator	2023 → 2024
International tourist arrivals	78 million → 84 million

Tourism revenue	$52 billion → $58 billion
Jobs supported (direct + indirect)	6.1 million → 6.4 million

Exercise 2. From notes to a mini-presentation
Without looking back at the reading text above, write down 3 key facts or figures you remember from it. Then, using only your notes, give a 30-second summary to your partner. Your partner should check how accurate your summary was against the original text.

NOTA BENE!

This two-step technique — note down key points, then speak from notes rather than from the full text — is a skill you will use often in professional settings: after a meeting, a briefing, or a client call.

Exercise 3. Give a briefing
Work in pairs. Using the table from Exercise 1 and your notes from Exercise 2, give a 1-minute spoken briefing to your partner as if they were your manager, summarising the current situation and one forecast for next year.

WRITING

Exercise 1. Data summary

Write a short data summary (3–4 sentences) of the table in Exercise 1, as if for a short internal report. Use the passive voice and at least 2 vocabulary items from this lesson.

MODEL SUMMARY
International tourist arrivals rose from 78 million to 84 millior
Tourism revenue also increased, reaching $58 billion, and is
remain stable. The number of jobs supported, both directly a
revenue growth is not always matched by an equivalent incr

HOMEWORK

Think of one job in tourism (direct or indirect) that you find interesting — you'll discuss it in Lesson 3.

FURTHER PRACTICE

For additional work on this lesson's theme, see Jacob & Strutt, **English for International Tourism: Upper-Intermediate:**

- Unit 3 'Trends in Tourism' (pp. 18–23): vocabulary for types of tourism and travel; the reading text 'Definitions of Tourism'; listening practice with 'Summer Holiday'; and a task on giving a short presentation from notes.
- Unit 4 'Where People Go' (pp. 24–29): vocabulary and practice working with figures; the listening text 'Americans in Europe'; and a task designing a questionnaire and reporting on the value of tourism to a country.

LESSON 3: CAREERS AND SKILLS IN TOURISM

By the end of this lesson, you will be able to:	understand an extended interview about careers in tourism; discuss skills and career progression using appropriate vocabulary; write an analytical paragraph using the passive voice.
Grammar	Recycling: passive voice, in extended speech and writing
Vocabulary	Careers and skills in tourism (6 items)
Skills you'll practise	Listening · Speaking · Writing

WARM-UP

Work with a partner. Take turns: one of you reads a definition from Lesson 1 or Lesson 2, the other races to say the matching word.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the listening below.

Word / Phrase	Definition	Example
transferable skills	skills developed in one context that are useful in many others	Problem-solving is a transferable skill valued across the tourism industry.
career progression	the process of advancing through increasingly senior roles over time	Her career progression took her from receptionist to hotel manager in eight years.

front-of-house	customer-facing roles, typically the first point of contact for guests	Front-of-house staff create a guest's first impression of a hotel.
customer-facing role	a job that involves direct, regular contact with customers	Most entry-level jobs in tourism are customer-facing roles.
cross-cultural competence	the ability to interact effectively with people from different cultural backgrounds	Cross-cultural competence is essential when working with international guests.
work placement	a period of practical work experience, often during study	A university work placement gave her valuable hands-on experience.

Now match each numbered word (1–6) to its lettered definition (A–F).

Words:

1. transferable skills
2. career progression
3. front-of-house
4. customer-facing role
5. cross-cultural competence
6. work placement

Definitions:

A) a period of practical work experience, often during study
B) customer-facing roles, typically the first point of contact for guests
C) the ability to interact effectively with people from different cultural backgrounds
D) skills developed in one context that are useful in many others
E) a job that involves direct, regular contact with customers

F) the process of advancing through increasingly senior roles over time

LISTENING

Press the icon 

Exercise 1. 'Working in Tourism': gist and detail
Listen once for gist: what was Marta's first connection to the tourism industry? Listen again and complete the notes below.

Marta's first connection to tourism:_____
Her career path (in order):_____
Skills she says employers value most:_____
How indirect employment is mentioned:_____

SPEAKING

Exercise 1. Guided interview roleplay
Work in pairs. Student A plays an interviewer, Student B plays a tourism professional. Using the interview above as a model, Student A asks the four questions below, adding one original follow-up question. Student B answers in their own words, using at least one passive voice sentence. Swap roles and repeat.

- What first got you interested in the tourism industry?
- What transferable skills have you developed in this field?
- What does your career progression look like so far?
- Why is cross-cultural competence important in this industry?

Exercise 2. Mingle
Stand up and ask 3 classmates: 'Which job in tourism — direct or indirect — do you find most interesting, and why?' Note their answers.

WRITING

Exercise 1. Paragraph: 'Why I Chose International Tourism'
Write a paragraph (6–8 sentences) explaining why you chose to study International Tourism and what career path interests you. Use at least 2 vocabulary items from this unit and at least one passive voice sentence.

MODEL PARAGRAPH

I chose International Tourism because it combines languages, culture, and business in a way that few other fields do. In the first place, I am drawn to the economic side of the industry: it is fascinating that so many jobs are created indirectly, far beyond hotels and airlines. In addition, I would like to work in a customer-facing role in the future, ideally somewhere that lets me develop cross-cultural competence, since I enjoy working with people from different backgrounds. Furthermore, although career progression in this field is not always a straight path, I am ready to start front-of-house and build my experience from there. Finally, transferable skills such as problem-solving, which are valued across almost every role in this industry, are, in my view, best developed through real experience rather than in a classroom. In short, for me tourism is not just about travel; it is about understanding how a whole economic system works.

Before you hand in your paragraph, check:
- 6–8 sentences, on topic
- At least 2 vocabulary items from this unit, used correctly
- At least one passive voice sentence
- No major spelling errors in target vocabulary

HOMEWORK

- Finalise and hand in the written paragraph if not completed in class.
- Preview of Unit 2 (Ukraine: Geography & Top Destinations): think of one place in Ukraine you would recommend to a foreign visitor, and one reason why.

FURTHER PRACTICE

For additional work on careers in tourism, see Jacob & Strutt, **English for International Tourism: Upper-Intermediate**,

- Unit 2 'A Career in Tourism' (pp. 12–17): vocabulary on remuneration and formal/informal language; sample texts including 'How to Write a CV', 'CVs', and 'Recruitment Advertisements'; and practice writing a CV, a covering letter, and taking part in a job interview.

UNIT 2. UKRAINE — GEOGRAPHY & TOP DESTINATIONS

8 academic hours

In this unit, you will describe Ukraine's geography and destinations using defining and non-defining relative clauses, read and understand a detailed descriptive text, and practise recommending a destination to a client.

LESSON 1: UKRAINE ON THE MAP

By the end of this lesson, you will be able to:	describe Ukraine's geography using appropriate analytical vocabulary; use defining and non-defining relative clauses to add information to a sentence; understand an extended talk on Ukraine's geography.
Grammar	Defining and non-defining relative clauses (who / which / that / whose)
Vocabulary	Geography and terrain terms (10 items)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Describe Ukraine's geography in 3 sentences without looking anything up. Compare your sentences with another pair — how much did you agree on?

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
terrain	the physical features of an area of land	Ukraine's terrain ranges from flat steppe to mountainous regions.
topography	the arrangement of the natural and artificial features of an area	The country's topography includes plains, plateaus, and mountain ranges.
biodiversity	the variety of plant and animal life in a particular area	The Carpathian forests are home to remarkable biodiversity.

temperate climate	a climate with moderate temperatures, without extremes of heat or cold	Most of Ukraine has a temperate climate, with warm summers and cold winters.
natural resource	a material or substance found in nature that has economic value	Fertile soil is one of Ukraine's most important natural resources.
geopolitical location	a country's position considered in terms of politics and international relations	Ukraine's geopolitical location has shaped much of its history.
hinterland	the areas surrounding a city or coast, often less developed than the centre	Kyiv's hinterland includes many small agricultural towns.
population density	the number of people living per unit of area	Population density is much higher in the industrial east than in the rural west.
landlocked	having no direct access to the sea	Unlike landlocked Slovakia, Ukraine has direct access to the Black Sea.
coastline	the land along the edge of a sea	Ukraine's coastline stretches along both the Black Sea and the Sea of Azov.

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. terrain
2. topography
3. biodiversity
4. temperate climate
5. natural resource
6. geopolitical location

7. hinterland
8. population density
9. landlocked
10. coastline

Definitions:

A) having no direct access to the sea
B) the land along the edge of a sea
C) a country's position considered in terms of politics and international relations
D) the number of people living per unit of area
E) the physical features of an area of land
F) the areas surrounding a city or coast, often less developed than the centre
G) a material or substance found in nature that has economic value
H) a climate with moderate temperatures, without extremes of heat or cold
I) the arrangement of the natural and artificial features of an area
J) the variety of plant and animal life in a particular area

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. The east of the country has a much higher _____ than the rural west.
2. Fertile black soil is considered one of Ukraine's most valuable _____.
3. The Carpathian region's _____ includes species found nowhere else in Europe.
4. Ukraine's _____ has long shaped its history.
5. Unlike _____ countries such as Slovakia, Ukraine has direct access to the sea.

GRAMMAR — DEFINING AND NON-DEFINING RELATIVE CLAUSES

Look at the two sentences below:

- Ukraine is a country that borders seven other nations. (defining — essential information, no commas)

- The Dnipro, which flows through the capital, is Ukraine's longest river. (non-defining — extra information, commas required)

Which sentence would be incomplete or unclear in meaning if the relative clause were removed? Which sentence would still make sense without it, just with less detail? Note that which cannot be replaced by that in a non-defining clause, and whose is used to show possession for both people and things.

Exercise 1. Controlled practice

Combine each pair of sentences into one, using a relative clause.

1. The Dnipro is Ukraine's longest river. It flows into the Black Sea.
2. The Carpathians are a mountain range. Their highest peak is Hoverla.
3. Odesa is a major port city. It is famous for the Potemkin Stairs.
4. Lviv has a historic old town. The old town is a UNESCO World Heritage Site.
5. Ukraine has a temperate climate. This allows for productive agriculture.

Exercise 2. Freer practice

Work in pairs. Write 3 true sentences about Ukraine's geography, using at least one defining and one non-defining relative clause.

LISTENING

Press the icon 

Exercise 1. 'Ukraine's Geography in Focus': gist and detail

Listen once for gist: how many distinct geographical features are described? Listen again and complete the notes below.

Type of terrain in most of the country:	_____
Natural resource mentioned:	_____
What makes the Carpathians distinctive:	_____
Climate type:	_____
How population density compares (east vs west):	_____

HOMEWORK

- Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson 2.
- Think of one place in Ukraine you would like to know more about — you'll meet it again in Lesson 2.

LESSON 2: TOP DESTINATIONS OF UKRAINE

By the end of this lesson, you will be able to:	understand a detailed descriptive text about Ukraine's top destinations, including implicit information; use True/False and multiple-choice strategies at B2 level; use destination
Grammar	Recycling: defining and non-defining relative clauses in extended written description
Vocabulary	Destinations and tourism development (7 items)
Skills you'll practise	Vocabulary · Reading

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the reading text below.

Word / Phrase	Definition	Example
architectural heritage	buildings and structures of historical or cultural importance	Lviv's architectural heritage reflects centuries of different rulers.
UNESCO World Heritage Site	a place officially recognised for its cultural or historical importance	St. Sophia's Cathedral is a UNESCO World Heritage Site.
fortress	a large, strong building built to defend a place	The fortress in Kamianets-Podilskyi was first built in the Middle Ages.

tourist infrastructure	the facilities and services that support tourism, such as transport and signage	Investment in tourist infrastructure has helped smaller towns attract visitors.
off the beaten track	not often visited by tourists; away from popular routes	Travellers looking for something off the beaten track often head to Podillya.
authenticity	the quality of being genuine and true to local culture, rather than staged for visitors	Visitors increasingly value authenticity over polished, commercial attractions.
urban regeneration	the process of redeveloping and revitalising a run-down urban area	Urban regeneration has transformed Podil's old warehouses into galleries and cafes.

Now match each numbered word (1–7) to its lettered definition (A–G).

Words:

1. architectural heritage
2. UNESCO World Heritage Site
3. fortress
4. tourist infrastructure
5. off the beaten track
6. authenticity
7. urban regeneration

Definitions:

A) the process of redeveloping and revitalising a run-down urban area

B) not often visited by tourists; away from popular routes

C) buildings and structures of historical or cultural importance

D) a place officially recognised for its cultural or historical importance

E) the facilities and services that support tourism, such as transport and signage

F) a large, strong building built to defend a place
G) the quality of being genuine and true to local culture, rather than staged for visitors

READING

Exercise 1. 'Five Faces of Ukraine'
Read the text below. It uses vocabulary from this lesson, and relative clauses from Lesson 1.

Ukraine's regions offer a striking variety of destinations, from a historic capital city built along a major river to mountain ski resorts and a seaside promenade that comes alive every summer. This text introduces five places that showcase just how varied the country's tourist infrastructure and architectural heritage have become.

Kyiv, the capital, is a city whose long history is visible at almost every turn. St. Sophia's Cathedral, which was built in the eleventh century and is now a UNESCO World Heritage Site, sits close to the Kyiv Pechersk Lavra, a monastery complex whose golden domes are among the country's most recognisable landmarks. In the riverside district of Podil, once home to warehouses and workshops, urban regeneration has turned former industrial buildings into galleries, cafes, and creative studios, a transformation that has attracted a new generation of visitors who might otherwise overlook the area.

In the west, close to the border with Poland, Lviv is a city whose architectural heritage reflects centuries of Ukrainian, Polish, and Austrian influence. Its old town, which is itself a UNESCO World Heritage Site, has become known for a coffee culture so strong that locals joke there are more cafes per resident than in almost any other Ukrainian city. Travellers who prefer something off the beaten track can also explore the smaller towns of the surrounding region, where investment in tourist infrastructure has only recently begun to attract visitors who once passed them by entirely.

To the south-west, the Carpathian Mountains, whose highest peak, Hoverla, draws hikers throughout the

summer, are best known internationally for Bukovel, a ski resort that expands every year to meet growing winter demand. Several national parks in the same region protect a landscape whose biodiversity includes species found nowhere else in the country, along with traditional Hutsul villages that have preserved much of their original wooden architecture.

On the Black Sea coast, Odesa is a port city whose grand nineteenth-century buildings and famous Potemkin Stairs give it a character unlike anywhere else in Ukraine. The city's population, which has always included people from many different backgrounds, is reflected in a local culture that blends food, humour, and architecture from several traditions at once. Its promenade, which fills with both local residents and international visitors every summer, remains one of the most popular spots in the country for an evening walk.

Finally, in the western region of Podillya, the small town of Kamianets-Podilskyi is built around a natural canyon that almost completely surrounds its old town, an unusual setting that gives the whole place an almost island-like appearance. At its centre stands a stone fortress, which was first built in the Middle Ages and has been rebuilt many times since, offering some of the most dramatic views in the country to travellers willing to go a little further off the beaten track.

Together, these five destinations, each of which offers a different combination of history, nature, and authenticity, show just how much variety a single country can contain.

Mark each statement True or False, then correct the false ones.

1. Urban regeneration in Podil has turned former industrial buildings into galleries and cafes.
2. Lviv's old town is not officially recognised as a UNESCO World Heritage Site.
3. According to the text, tourist infrastructure in the towns surrounding Lviv has existed for a very long time.

4. The national parks near the Carpathians are described as having limited biodiversity.
5. Kamianets-Podilskyi's old town is almost completely surrounded by a canyon.

Exercise 2. Multiple choice

Choose the correct answer, A, B, C, or D.

1. According to the text, what has urban regeneration achieved in Podil?
A) It has removed all the old industrial buildings
B) It has turned former industrial buildings into galleries, cafes, and studios
C) It has made the district less popular with visitors
D) It has moved the district's population elsewhere
2. What does the text imply about the towns surrounding Lviv?
A) They have always been major tourist destinations
B) They are no longer accessible to visitors
C) They are only now beginning to attract visitors, thanks to new investment
D) They have more tourist infrastructure than Lviv itself
3. Why are the national parks near the Carpathians significant, according to the text?
A) They contain ski resorts only
B) They protect a landscape with unique biodiversity and traditional villages
C) They are located on the coast
D) They have no connection to Hutsul culture
4. What gives Kamianets-Podilskyi its 'almost island-like appearance'?
A) Its location on the coast
B) Its ski resort
C) The canyon that almost completely surrounds the old town
D) Its position within a national park
5. What is suggested about Odesa's population and culture?
A) It has always been culturally uniform
B) It reflects a blend of several traditions, due to its varied population
C) It has no connection to the city's architecture

D) It discourages international visitors

HOMEWORK

Choose your favourite destination from the reading text and prepare 2 reasons why you would recommend it — you'll meet guiding language for this in Lesson 3.

LESSON 3: GIVING A GUIDED TOUR

By the end of this lesson, you will be able to:	use standard guiding phrases to introduce a place or landmark; understand a short guided-tour monologue; give a short guided tour using relative clauses and guiding language together.
Grammar	Recycling: defining and non-defining relative clauses, combined with guiding phrases
Vocabulary	Guiding phrases and functions (8 items)
Skills you'll practise	Vocabulary · Listening · Speaking · Writing

WARM-UP

Work with a partner. Have you ever been on a guided tour — of a city, a museum, or a historic site? What did the guide do well, or badly?

VOCABULARY

Exercise 1. Learn and match

Study the following guiding phrases and example sentences. You will meet all of them in the listening below.

Word / Phrase	Definition	Example
As you can see...	draws attention to something visible	As you can see, the cathedral's dome is
dates back to...	indicates how old something is, or when it	The fortress dates back to the fourteenth
renowned for...	famous for	The city is renowned
founded in...	indicates when a place or institution was established	The monastery was founded in the
on your left / right	directs a group's attention to a specific location	On your right, you can see the old market

legend has it that...	introduces a traditional story that may or may not be true	Legend has it that the tower was built in a single night.
make your way to...	politely instructs a group to move somewhere	Please make your way to the main entrance.
well worth a visit	strongly recommended to see	The rooftop terrace is well worth a visit for the views.

Now match each numbered phrase (1–8) to its lettered function (A–H).

Phrases:

1. As you can see...
2. dates back to...
3. renowned for...
4. founded in...
5. on your left / right
6. legend has it that...
7. make your way to...
8. well worth a visit

Functions:

A) strongly recommended to see
B) politely instructs a group to move somewhere
C) indicates when a place or institution was established
D) draws attention to something visible
E) introduces a traditional story that may or may not be true
F) directs a group's attention to a specific location
G) famous for
H) indicates how old something is, or when it was built

LISTENING

Press the icon 

Exercise 1. 'Welcome to the Cathedral': gist and detail

Listen once for gist: which building is being described, and in which century was it founded? Listen again and complete the notes below.

Building described:	_____
Century founded:	_____
What the golden domes turned out to be:	_____
What the bell tower offers:	_____

SPEAKING

Exercise 1. Give a guided tour

Choose one destination from the Lesson 2 reading text. Imagine you are a tour guide introducing it to a group of visitors. Prepare a 1-minute spoken introduction, using at least 2 guiding phrases from this lesson and at least 2 relative clauses (for example: 'This is Lviv's old town, which is a UNESCO World Heritage Site...'). Take turns presenting to a partner, who should listen for the phrases and relative clauses you use.

NOTA BENE!

Real tour guides constantly combine guiding phrases with relative clauses like this to add interesting detail without breaking their sentence into two: 'This cathedral, which took over twenty years to build, is renowned for its mosaics.'

WRITING

Exercise 1. Write your guide notes

Write short guide notes (4–5 sentences) for the destination you chose in Exercise 1, as if writing a script for yourself to read aloud. Use at least 2 guiding phrases and 1 relative clause.

HOMEWORK

Keep your guide notes and your 2 reasons for recommending a destination from Lesson 2 — you'll use both in Lesson 4.

FURTHER PRACTICE

For additional work on describing places with relative clauses, see Jacob & Strutt, **English for International Tourism: Upper-Intermediate**, Unit 14 'Marketing the Past' (pp. 88–93): vocabulary for museum exhibits and monuments; the reading text on the Louvre and listening texts on the Neues Museum and the Pergamon Museum, both in Berlin; and practice writing notices and giving a guided tour.

LESSON 4: RECOMMENDING A DESTINATION

By the end of this lesson, you will be able to:	understand an extended conversation about choosing a travel destination; speak persuasively about a destination using relative clauses; write an analytical paragraph recommending a destination.
Grammar	Recycling: defining and non-defining relative clauses, in speech and writing
Vocabulary	Recycling of Lessons 1–3; recommendation language
Skills you'll practise	Listening · Speaking · Writing

WARM-UP

Work with a partner. Take turns: race to name as many geography, destination, and guiding words from Lessons 1–3 as you can in one minute.

LISTENING

Press the icon 

Exercise 1. 'Choosing a Destination': gist and detail
Before you listen, look at the three destinations below. Listen once and tick the one the customer finally chooses.
☐ Kyiv
☐ Lviv
☐ The Carpathians (Bukovel)

Listen again and complete the grid below with the details you hear.

What kind of trip is the customer looking for?	_____ _____
Why is Lviv recommended over Kyiv?	_____ _____
Why is Bukovel not chosen?	_____ _____

SPEAKING

Exercise 1. Guided roleplay

Work in pairs. Student A plays a travel agent, Student B plays a customer. Student B explains what kind of trip they want (history and authenticity, nature, or a coastal city). Student A recommends one destination from this unit, using at least one relative clause to justify the recommendation, and mentions one potential drawback as well (for example: crowds in summer, a long journey, limited nightlife). Swap roles and repeat with a different type of trip.

Exercise 2. Mingle

Stand up and ask 3 classmates: 'Which destination from this unit would you recommend, and why?' Try to use a relative clause in your answer. Note their answers.

WRITING

Exercise 1. Paragraph: 'The Destination I Would Recommend'

Write a paragraph (6–8 sentences) recommending one destination from this unit. Include one strength and one honest drawback — a balanced recommendation is more convincing than one that sounds like an advertisement. Use at least 2 vocabulary items from this unit, and at least one defining and one non-defining relative clause.

MODEL PARAGRAPH

If I had to recommend one destination from this unit, it would be Lviv, which combines architectural heritage with a lively, authentic atmosphere. First of all, the old town, which is a UNESCO World Heritage Site, is full of cafes that give the city its famous coffee culture. What is more, Lviv has invested heavily in tourist infrastructure without losing the authenticity that makes it feel genuinely local rather than staged for visitors. In particular, travellers who prefer exploring off the beaten track can also visit the smaller towns nearby, which offer a similarly authentic experience with far fewer crowds. However, there is one drawback: the old town can feel crowded with visitors in July and August, so travellers who want a quieter experience should consider visiting in spring or autumn instead. Even so, for anyone who loves history, architecture, and a strong sense of place, Lviv is difficult to beat.

Before you hand in your paragraph, check:

- 6–8 sentences, on topic
- At least one strength and one honest drawback
- At least 2 vocabulary items from this unit, used correctly
- At least one defining and one non-defining relative clause
- No major spelling errors in target vocabulary

HOMEWORK & PREVIEW

- Finalise and hand in the written paragraph if not completed in class.
- Preview of Unit 3 (Types of Tourism & Traveller Profiles): think of two different types of tourist and one thing that makes them different.

FURTHER PRACTICE

For additional work on promoting and describing a destination, see Jacob & Strutt, **English for International**

Tourism: Upper-Intermediate, Unit 7 'Promoting a Destination' (pp. 44–49): vocabulary for describing places; the listening text 'Promoting Barbados as a Tourist Destination'; the reading texts 'A Familiarisation Trip to China' and 'China's Strengths and Weaknesses'; and practice identifying strengths and weaknesses, describing an itinerary, and preparing promotional materials.

UNIT 3. TYPES OF TOURISM & TRAVELLER PROFILES

6 academic hours

In this unit, you will learn to describe different types of tourism and traveller, and master the gerund/infinitive system — both fixed verb patterns and verbs whose meaning changes depending on which form follows.

LESSON 1: TYPES OF TOURISM TODAY

By the end of this lesson, you will be able to:	describe current types and trends in tourism; use verbs correctly followed by either the gerund or the infinitive; understand an extended talk on tourism trends.
Grammar	Gerund vs Infinitive, Part 1: verbs followed by gerund only, or infinitive only
Vocabulary	Types of tourism (10 items)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Name as many different types of tourism as you can in one minute (for example: eco-tourism, business tourism).

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
eco-tourism	travel that protects nature and supports local communities	Eco-tourism in the Carpathians includes guided nature walks.
cultural tourism	travel to experience history, art, and traditions	Cultural tourism is popular in cities with many museums.
adventure tourism	travel that includes exciting or risky activities	Rafting and climbing are popular adventure tourism activities.
business tourism	travel for work, conferences, or meetings	Business tourism often includes short hotel stays near

medical tourism	travel to receive medical or dental treatment	Medical tourism has grown because treatment can be
culinary tourism	travel to try local food and drink	Culinary tourism often includes cooking classes and food
wellness tourism	travel to relax and improve health, e.g. at a spa	Wellness tourism includes spa resorts and yoga retreats
mass tourism	travel by very large numbers of tourists to popular places	Mass tourism can put pressure on small historic towns
niche tourism	a small, specialised segment of the tourism market catering to specific	Niche tourism, such as birdwatching holidays, is growing
overtourism	a situation where a destination receives more visitors than it can	Overtourism has forced some cities to limit the number of

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. eco-tourism
2. cultural tourism
3. adventure tourism
4. business tourism
5. medical tourism
6. culinary tourism
7. wellness tourism
8. mass tourism
9. niche tourism
10. overtourism

Definitions:

A) travel to try local food and drink
B) a situation where a destination receives more visitors than it can sustainably handle
C) travel for work, conferences, or meetings
D) travel that protects nature and supports local communities
E) a small, specialised segment of the tourism market catering to specific interests
F) travel that includes exciting or risky activities

G) travel by very large numbers of tourists to popular places
H) travel to experience history, art, and traditions
I) travel to relax and improve health, e.g. at a spa
J) travel to receive medical or dental treatment

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. Cities such as Venice have struggled with _____ during peak summer months.
2. A cooking holiday in Tuscany is a classic example of _____.
3. Conferences and trade fairs are the main drivers of _____.
4. Some travellers choose _____ specifically to receive cheaper dental or surgical treatment.
5. Rafting, climbing, and mountain biking are all popular forms of _____.

2. Grammar — Gerund vs Infinitive: fixed verb patterns

Look at the sentences below:

- The government is considering introducing a tourist tax. (consider + gerund)
- Many cities have decided to limit the number of tourists. (decide + infinitive)

Some verbs are always followed by the -ing form (gerund); others are always followed by to + infinitive. There is no simple rule for which is which — these patterns need to be learned verb by verb.

Verb + gerund only	enjoy, avoid, consider, suggest, finish, imagine, risk, practise, admit, deny, involve, mind
Verb + infinitive only	decide, want, hope, plan, agree, refuse, promise, manage, afford, offer, expect, fail

Exercise 1. Controlled practice

1. The tour operator suggested (change) _____ the itinerary.
2. Overtourism has forced several cities (limit) _____ visitor numbers.

3. Many travellers now avoid (visit) _____ the most crowded destinations in peak season.
4. The city council has agreed (introduce) _____ a new tourist tax.
5. Would you consider (try) _____ a niche tourism experience, like a cooking holiday?

Exercise 2. Freer practice

Work in pairs. Write 3 true sentences about your own travel preferences, using at least one verb from each list in the table above.

LISTENING

Press the icon 

Exercise 1. 'Travel Trends Today': gist and detail

Listen once for gist: which two forces reshaping the industry are described? Listen again and complete the notes below.

Two forces described	_____
Example of a niche tourism experience	_____ _____
City mentioned and what it decided to do	_____ _____

HOMEWORK

- Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson 2.

FURTHER PRACTICE

For additional vocabulary work on describing different types of holiday, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 1 'Types of Holiday' (pp. 6–11): vocabulary on holiday types, prices, and compound adjectives with numbers; the listening text 'Conversations

with Customers'; and the reading text 'Letters about Golfing Holidays'.

LESSON 2: GERUND OR INFINITIVE? VERBS THAT CHANGE MEANING

By the end of this lesson, you will be able to:	use remember, stop, try, and regret correctly with both gerund and infinitive forms, understanding how the meaning changes; describe different traveller profiles; read and understand a text about four different travellers.
Grammar	Gerund vs Infinitive, Part 2: verbs that change meaning (remember, stop, try, regret)
Vocabulary	Traveller profiles (8 items)
Skills you'll practise	Grammar · Vocabulary · Reading

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

GRAMMAR — VERBS THAT CHANGE MEANING

Look at the pairs of sentences below. In each pair, the verb is the same, but the meaning changes depending on whether it is followed by a gerund or an infinitive.

remember + gerund	recalls a past action: 'I remember booking the flights.' (= I have a memory of doing this)
remember + infinitive	a reminder not to forget: 'Remember to book the flights.' (= don't forget to do this)
stop + gerund	ends an activity: 'She stopped travelling for work last year.' (= she no longer does this)
stop + infinitive	pauses in order to do something else: 'She stopped to take a photo.' (= she paused, in order to take a photo)

try + gerund	experiments with something: 'Try booking earlier next time.' (= experiment with this method)
try + infinitive	makes an effort: 'I tried to book earlier, but the flights were full.' (= I made an effort, possibly unsuccessfully)
regret + gerund	regrets a past action: 'I regret cancelling that trip.' (= I feel sorry about something I did)
regret + infinitive	formally announces bad news: 'We regret to inform you that your flight has been cancelled.' (= a formal way of giving bad news)

Exercise 1. Controlled practice

1. I'll never forget the first time I travelled alone. In fact, I still remember (book) _____ that first ticket, ten years ago.
2. Before you leave the hotel, please remember (return) _____ your key card to reception.
3. After the accident, he stopped (travel) _____ by motorbike altogether.
4. On the way to the airport, we stopped (buy) _____ some souvenirs at the last minute.
5. We regret (inform) _____ passengers that flight PS205 has been delayed.

Exercise 2. Freer practice

Work in pairs. Write 2 sentences about your own experience using remember, stop, try, or regret — make sure the gerund/infinitive choice reflects the meaning you intend.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the reading text below.

Word / Phrase	Definition	Example
digital nomad	someone who works remotely while travelling, often moving between	Digital nomads often work from cafes and co-working spaces

slow travel	a style of travel favouring fewer destinations, more time in each place, and a reduced pace	Slow travel encourages visitors to get to know one place deeply rather than
bucket-list traveller	someone motivated to visit specific famous or iconic destinations before	Bucket-list travellers often plan trips around a single must
luxury traveller	someone who prefers expensive, high-quality travel experiences	Luxury travellers often choose five-star hotels and private
solo traveller	someone who travels alone	Solo travellers often meet other tourists in hostels and group
family traveller	someone travelling with children	Family travellers usually look for hotels with a pool and a kids'
gap-year traveller	a young person travelling during a break between school and further study	She's a gap-year traveller, backpacking around South America
group tour	a trip taken together with a group, usually with a guide	Their group tour included a guide and a shared coach

Now match each numbered word (1–8) to its lettered definition (A–H).

Words:

1. digital nomad
2. slow travel
3. bucket-list traveller
4. luxury traveller
5. solo traveller
6. family traveller
7. gap-year traveller
8. group tour

Definitions:

A) someone travelling with children

B) a trip taken together with a group, usually with a guide

C) someone who works remotely while travelling, often moving between locations

D) a young person travelling during a break between school and further study or work

E) someone motivated to visit specific famous or iconic destinations before all others
F) someone who travels alone
G) a style of travel favouring fewer destinations, more time in each place, and a reduced pace
H) someone who prefers expensive, high-quality travel experiences

READING

Exercise 1. 'Four Travellers, Four Trips'
Read the text below. It uses vocabulary from this lesson, and recycles gerund/infinitive verb patterns from both this lesson and Lesson 1.

Not every traveller wants the same kind of trip, and the differences go far beyond simply choosing a destination. Oksana, a self-described digital nomad, has spent the last three years working remotely from a different country every few months. She avoids staying anywhere too long, preferring to experience a place intensely before moving on; unlike many travellers, she doesn't remember booking a single return ticket in the past year, since her trips rarely have a fixed end date. Her only rule is to stop working long enough each day to properly explore wherever she happens to be.

The Kravchuk family, by contrast, are committed to slow travel. Rather than trying to see as many countries as possible, they've decided to spend an entire month each summer in a single region, renting an apartment and living, as they put it, ‘like locals, not like tourists.’ They admit missing the excitement of visiting somewhere completely new, but they wouldn't trade the depth of experience slow travel gives them.

Dmytro is what people sometimes call a bucket-list traveller: he plans each trip around a single iconic sight he's always wanted to see, and everything else is secondary. He's currently trying to visit every UNESCO World Heritage Site in Europe, and he regrets not starting the list ten years

earlier. For him, travel means ticking off remarkable places, not necessarily relaxing.

Finally, Iryna and her husband are what a travel agent might call classic luxury travellers. They've refused to compromise on comfort since their honeymoon, and they've promised themselves at least one five-star trip every year. They enjoy being looked after, and they see no reason to apologise for it: as Iryna puts it, ‘we work hard, so we don't mind paying for someone else to handle every detail.’

Together, these four travellers suggest something important for anyone working in tourism: understanding what a client actually wants often matters more than knowing where they're going.

Mark each statement True or False, then correct the false ones.

1. Oksana remembers booking a return ticket for every trip she has taken this year.
2. The Kravchuk family have decided to visit as many countries as possible each summer.
3. Dmytro regrets not starting his UNESCO World Heritage Site list earlier.
4. Iryna and her husband have refused to compromise on comfort since their honeymoon.

HOMEWORK

Choose one of the four traveller profiles from the reading text or invent your own. You’ll use it in Lesson 3.

FURTHER PRACTICE

For further practice with gerund and infinitive forms, see Jacob & Strutt, **English for International Tourism**: Upper-Intermediate, Unit 10 'Customer Relations' (pp. 62–67): additional gerund/infinitive exercises in the context of handling complaints, plus vocabulary on prefixes and adjectives describing personality; texts include 'Melanie

Flowers', 'Unfortunate Incidents in a Travel Agency', and 'When It Pays to Complain' (also useful preparation for Unit 5's work on handling guest complaints).

LESSON 3: MATCHING TRAVELLERS TO TRIPS

By the end of this lesson, you will be able to:	match different traveller profiles to suitable types of tourism, giving reasons; describe your own travel preferences in speech and writing, using gerund/infinitive forms accurately.
Grammar	Recycling: gerund vs infinitive (both parts)
Vocabulary	Recycling of Lessons 1–2
Skills you'll practise	Speaking · Writing

WARM-UP

Work with a partner. Take turns: race to name as many tourism-type and traveller-profile words from Lessons 1–2 as you can in one minute.

SPEAKING

Exercise 1. Match the traveller to the trip
Work in pairs. For each of the four travellers in the Lesson 2 reading text, agree on one type of tourism (from Lesson 1) that would suit them best, and explain why, using at least one gerund or infinitive verb from this unit.
Exercise 2. Mingle
Stand up and ask 3 classmates: 'What type of traveller are you, and what type of tourism do you enjoy?' Note their answers.

WRITING

Exercise 1. Paragraph: 'What Type of Traveller Am I?'
Write a paragraph (6–8 sentences) describing what type of traveller you are and what type(s) of tourism you enjoy. Use at least 2 vocabulary items from this unit, and at least 2 gerund/infinitive verbs, including one from the 'verbs that change meaning' group (remember, stop, try, regret).

MODEL PARAGRAPH

I think I am mostly a solo traveller, though I do not mind joining a group tour occasionally. For one thing, I enjoy planning my own itinerary, and I have never regretted travelling alone, if anything, I remember feeling more confident after my first solo trip. For another thing, I try to avoid visiting mass tourism destinations in peak season, preferring niche tourism experiences instead, such as a small cooking class or a local hiking route. I also try not to over-plan a trip, since I have learned that the best experiences often happen when I stop rushing between sights and simply slow down. More recently, I have been considering trying slow travel, which means spending a whole week in one town rather than rushing between five cities. For me travel is not about ticking off a list; it is about actually experiencing a place.

Before you hand in your paragraph, check:

- 6–8 sentences, on topic
- At least 2 vocabulary items from this unit, used correctly
- At least 2 gerund/infinitive verbs, including one 'change of meaning' verb
- No major spelling errors in target vocabulary

HOMEWORK & PREVIEW

- Finalise and hand in the written paragraph if not completed in class.
- Preview of Unit 4 (Travel & Transportation): think of the last time you travelled somewhere: how did you get there?

UNIT 4. TRAVEL & TRANSPORTATION

6 academic hours

In this unit, you will learn to speculate about present and past travel situations using modals of deduction, extend your vocabulary for describing transport operations and disruptions, and practise investigating and explaining travel problems .

LESSON 1: WHAT'S GOING ON? SPECULATING IN THE PRESENT

By the end of this lesson, you will be able to:	use modals of deduction (must be, might be, could be, can't be) to speculate about present situations; use vocabulary for describing airport and flight operations; understand a dialogue in which speakers speculate about a delay.
Grammar	Modals of deduction, Part 1: present speculation (must be / might be / could be / can't be)
Vocabulary	Airport and flight operations (10 items)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Think of the last time your flight, train, or bus was delayed. What did you think was causing the delay at the time?

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
connecting flight	a second flight that continues a journey after the first	She missed her connecting flight because of the delay.
layover / stopover	a break in a journey between two flights	We had a two-hour layover in Warsaw.
boarding pass	the document or ticket that allows you to board a flight	Show your boarding pass and passport at the gate.

departure gate	the place where passengers wait to board a flight	Our departure gate changed twenty minutes before boarding.
delay	a situation where transport leaves or arrives later than planned	Heavy snow caused a two-hour delay.
diversion	when a flight or vehicle is redirected to a different route or destination	The flight was diverted to a nearby airport due to bad weather.
baggage handling	the process of loading, unloading, and transporting passengers' luggage	Baggage handling errors are one of the most common passenger complaints.
turnaround time	the time needed to prepare a vehicle for its next departure	Budget airlines depend on a fast turnaround time between flights.
overbooking	selling more tickets or reservations than there is capacity for	Overbooking is a common industry practice to offset no-shows.
no-show	a passenger who does not arrive for a booked flight or reservation	Airlines build overbooking policies around expected no-shows.

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. connecting flight
2. layover / stopover
3. boarding pass
4. departure gate
5. delay

6. diversion
7. baggage handling
8. turnaround time
9. overbooking
10. no-show

Definitions:

A) a passenger who does not arrive for a booked flight or reservation
B) the time needed to prepare a vehicle for its next departure
C) a break in a journey between two flights
D) when a flight or vehicle is redirected to a different route or destination
E) the place where passengers wait to board a flight
F) selling more tickets or reservations than there is capacity for
G) a second flight that continues a journey after the first
H) the process of loading, unloading, and transporting passengers' luggage
I) the document or ticket that allows you to board a flight
J) a situation where transport leaves or arrives later than planned

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. The storm forced a _____ to the nearest available airport.
2. Budget airlines rely on a very short _____ to keep to their schedules.
3. Airlines use historical data to predict how many _____ to expect on each flight.
4. A mistake during _____ meant her suitcase went to the wrong city.
5. If a flight is not full, _____ rarely causes a problem for other passengers.

GRAMMAR – MODALS OF DEDUCTION: THE PRESENT

Look at the sentences below:

- That gate agent looks stressed, there must be a problem with boarding. (strong certainty)

- The delay might be due to the weather. (possibility)
- That can't be our gate — the screen still shows the previous flight. (strong certainty something is not true)

We use must be for a confident, logical conclusion; might be / could be / may be for a possibility we are not sure of; and can't be when we are confident something is not true.

Exercise 1. Controlled practice

1. The board still says 'delayed' with no explanation. There _____ (must) be a problem the staff haven't announced yet.
2. I'm not sure why the flight is late — it _____ (might) be a technical issue, or it _____ (could) just be a busy airport today.
3. Look how calm the staff are. It _____ (can't) be anything serious.
4. She's not answering her phone. She _____ (must) be on the plane already, since boarding started an hour ago.
5. That _____ (can't) be the right gate — the sign clearly says a different flight number.

Exercise 2. Freer practice

Work in pairs. Imagine you are at an airport and notice: all flights on the board say 'delayed', staff are gathered around one screen, and an announcement has just been cancelled twice. Make 3 deductions using must be / might be / can't be.

LISTENING

Press the icon 

Exercise 1. 'Why Is It Delayed?': gist and detail

Listen once for gist: how many different theories do the two passengers consider before they learn the real reason for the delay? Listen again and complete the notes below.

First theory, and the evidence for it:	_____ _____

Second theory, and why it's rejected:	_____
Third theory, and why it's rejected:	_____
What the gate agent finally announces:	_____
Whose theory turned out to be closest?	_____

HOMEWORK

Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson 2.

FURTHER PRACTICE

For additional vocabulary and listening practice on transport, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 9 'Transport' (pp. 56–61): vocabulary on transport and two-part (phrasal) verbs; the listening texts 'Susan's Trip to the USA' and 'Passenger Care'; and a task on mapping an itinerary and making recommendations to a tourist board.

LESSON 2: WHAT MUST HAVE HAPPENED? SPECULATING ABOUT THE PAST

By the end of this lesson, you will be able to:	use modals of deduction (must have, might have, can't have, should have) to speculate about and evaluate past events; use vocabulary for describing travel disruptions and their investigation; read and understand a short incident report.
Grammar	Modals of deduction, Part 2: past speculation and evaluation (must have / might have / can't have / should have)
Vocabulary	Travel disruptions and investigation (8 items)
Skills you'll practise	Grammar · Vocabulary · Reading

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

GRAMMAR — MODALS OF DEDUCTION: THE PAST

Look at the sentences below:

- The delay must have been caused by the weather. (a confident deduction about the past)
- The fault might have been detected earlier. (a possibility about the past)
- The pilot can't have known about the fault before take-off, since it wasn't showing on any instrument. (confident that something did NOT happen)
- The airline should have had a backup aircraft ready. (a criticism: this was the right thing to do, but it didn't happen)

Form: modal + have + past participle. Note that should have is used not for deduction but for evaluating a past action as a

mistake — useful for describing what could have been done better.

Exercise 1. Controlled practice

1. The airline (must / not inform) _____ passengers in time, since so many people missed their connections.
2. Engineers (might / detect) _____ the fault earlier, but it's hard to know for certain.
3. The crew (can't / know) _____ about the technical fault before departure, since the warning light only appeared at the gate.
4. Critics argue the airline (should / have) _____ a backup aircraft ready for exactly this situation.
5. Passengers (must / feel) _____ frustrated, waiting for hours with no clear explanation.

Exercise 2. Freer practice

Work in pairs. Think of a travel disruption you have experienced or heard about (a delay, a cancellation, lost luggage). Write 2 sentences using must have / might have / can't have to speculate about its cause, and one sentence using should have to say what could have been done better.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the reading text below.

Word / Phrase	Definition	Example
root cause	the fundamental reason something happened	Investigators identified the root cause of the
technical fault	a mechanical or electronic problem	A technical fault grounded the aircraft for
misconnection	a missed connecting flight caused by a delay	Passengers experienced
rebooking	arranging a new ticket or reservation after a disruption	The airline offered free rebooking to affected
compensation	money or benefits given to make up for a problem	Regulations require compensation for long
ground crew	staff who work on the airport tarmac on ground	The ground crew worked quickly to clear

incident report	an official written account of what happened during a	The incident report blamed a faulty sensor.
knock-on effect	a secondary consequence caused by an initial event	The delay had a knock-on effect on later flights.

Now match each numbered word (1–8) to its lettered definition (A–H).

Words:

1. root cause
2. technical fault
3. misconnection
4. rebooking
5. compensation
6. ground crew
7. incident report
8. knock-on effect

Definitions:

A) a secondary consequence caused by an initial event
B) staff who work on the airport tarmac on ground operations
C) money or benefits given to make up for a problem
D) the fundamental reason something happened
E) an official written account of what happened during a problem
F) a missed connecting flight caused by a delay
G) arranging a new ticket or reservation after a disruption
H) a mechanical or electronic problem

READING

Exercise 1. 'Flight PS205: What Went Wrong?'

Read the text below. It uses vocabulary from this lesson, and recycles the past modals of deduction from this lesson alongside the present modals from Lesson 1.

When Flight PS205 landed four hours late last Tuesday, passengers were understandably frustrated, and airline

staff faced a barrage of questions. So what actually happened?

At first, ground crew assumed the delay must have been caused by the heavy rain that swept through the region that morning. Several other flights had been delayed for similar reasons, so this seemed the most likely explanation. However, once the aircraft was inspected, engineers found no evidence linking the weather to the specific fault that had grounded the plane.

The airline's incident report later revealed the root cause: a warning light had appeared in the cockpit shortly before departure, indicating a possible technical fault in one of the aircraft's sensors. The pilot, following standard safety procedure, refused to take off until the issue had been fully checked. Some passengers speculated that the crew must have been overly cautious, since the aircraft eventually departed without any repairs being made; in fact, engineers had traced the warning to a faulty sensor, not a real fault, and had disabled it safely before clearing the flight.

By the time PS205 was ready to depart, however, the damage was done. Dozens of passengers had already missed their connecting flights, and the misconnections created a knock-on effect that disrupted schedules well into the evening. The airline's rebooking team worked quickly, but with so many affected passengers, some had to wait overnight for a new flight.

Under aviation regulations, passengers delayed by more than three hours due to circumstances within the airline's control may be entitled to compensation. Because the delay was linked to a genuine safety check rather than something entirely outside the airline's control, several passengers have already filed claims.

Looking back, could this disruption have been avoided? The sensor fault can't have been predicted in advance, since it hadn't caused any problems on previous flights. Even so, critics argue the airline should have had a backup aircraft

ready, given how often minor technical issues cause major delays during peak season.

Mark each statement True or False, then correct the false ones.

1. Ground crew initially assumed the delay was caused by rain.
2. Engineers found clear evidence linking the fault to the weather.
3. The warning light turned out to indicate a genuine, serious fault.
4. All passengers affected by misconnections were rebooked immediately, with no waiting.
5. According to the text, the sensor fault could have been predicted before the flight.

HOMEWORK

Think of a real or invented travel disruption. You'll use it to write an incident report in Lesson 3.

FURTHER PRACTICE

For further practice with modals of possibility and certainty, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 15 'Business Travel' (pp. 94–99): additional exercises on possibility and certainty modals, plus vocabulary on conference equipment; texts include 'The Manor Hotel' and 'Promotion to the Rank of Flyer First Class'.

LESSON 3: INVESTIGATING A DISRUPTION

By the end of this lesson, you will be able to:	discuss and compare transport options; role-play investigating the cause of a travel disruption, using modals of deduction; write a short incident report.
Grammar	Recycling: modals of deduction (present and past)
Vocabulary	Recycling of Lessons 1–2
Skills you'll practise	Speaking · Writing

WARM-UP

Work with a partner. Take turns: race to name as many transport and travel-disruption words from Lessons 1–2 as you can in one minute.

SPEAKING

Exercise 1. Investigate the disruption
Work in pairs. Student A is a journalist, Student B is an airline representative. Using the situation below, Student A asks what must have happened and why; Student B answers using modals of deduction, admitting what is uncertain where appropriate.

Situation: A budget airline's flights have been delayed by an average of three hours every day this week. The airline has not given a clear public explanation.

Exercise 2. Mingle
Stand up and ask 3 classmates: 'What's the worst travel disruption you've ever experienced, and what do you think must have caused it?' Note their answers.

WRITING

Exercise 1. Incident report
Write a short incident report (6–8 sentences) about the travel disruption you thought of for homework (or the situation from Exercise 1). Structure it as a paragraph: a clear topic sentence,

supporting sentences linked by logical connectors, and a concluding sentence. Use at least 2 vocabulary items from this unit, and at least one present modal of deduction and one past modal of deduction.

MODEL PARAGRAPH

The five-hour delay to Flight PS118 last Friday illustrates how a single disruption can escalate through a combination of unclear causes and poor communication. In the first place, ground crew initially believed the delay must have been caused by a late-arriving connecting aircraft, since a similar problem had affected the same route the previous week. However, the incident report later suggested that overbooking might also have played a role, as staff spent almost an hour resolving seating disputes before boarding could begin. In addition, the knock-on effect was significant: dozens of passengers experienced misconnections, and the rebooking team was still processing claims for compensation two days later. Most importantly, the airline should have communicated with passengers far sooner than it did, since much of the frustration came from the lack of information rather than the delay itself. In future, clearer and faster communication during disruptions like this one would likely do more to protect passenger satisfaction than any single operational fix.

Before you hand in your report, check:

- A clear topic sentence, supporting sentences with logical connectors, and a concluding sentence
- 6–8 sentences, on topic
- At least 2 vocabulary items from this unit, used correctly
- At least one present modal of deduction and one past modal of deduction
- No major spelling errors in target vocabulary

HOMEWORK & PREVIEW

- Finalise and hand in the written report if not completed in class.

- Preview of Unit 5 (Accommodation: Hotels & Hospitality): think of the best hotel or place you have ever stayed in, and one reason why.

UNIT 5. ACCOMMODATION: HOTELS & HOSPITALITY

6 academic hours

In this unit, you will learn to talk about hypothetical situations in a hotel using the second conditional, report what guests and colleagues say, and practise handling guest complaints professionally.

LESSON 1: IMPROVING A HOTEL: SECOND CONDITIONAL

By the end of this lesson, you will be able to:	use the second conditional to talk about imaginary and unlikely situations; use vocabulary for hotel operations and guest experience; understand a conversation in which a consultant advises a hotel manager.
Grammar	Second conditional (if + past simple, would + infinitive)
Vocabulary	Hotel operations and guest experience (10 items)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Think of a hotel where you have stayed, or one you know well. What is one thing you would change about it, and why?

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
amenities	facilities or services provided for guests' comfort	The hotel's amenities include a spa, a gym,
occupancy rate	the percentage of rooms that are occupied at a given	The occupancy rate reached 95 per cent in
front desk	the reception area where guests check in, check out,	Please leave your key at the front desk.
housekeeping	the department that cleans and maintains guest rooms	Housekeeping starts cleaning rooms at 9 a.m.
room rate	the price charged for a room per night	The room rate includes breakfast.
complimentary	provided free of charge	Guests receive a complimentary welcome
upgrade	a move to a better room or service, often at no extra	We received a free upgrade to a suite.

guest satisfaction	how happy guests are with their stay	Guest satisfaction improved after the
loyalty programme	a scheme that rewards repeat guests with points or	Members of the loyalty programme get priority
refurbishment	the process of renovating and improving a building or	The refurbishment of the lobby took three

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. amenities
2. occupancy rate
3. front desk
4. housekeeping
5. room rate
6. complimentary
7. upgrade
8. guest satisfaction
9. loyalty programme
10. refurbishment

Definitions:

A) the price charged for a room per night
B) the process of renovating and improving a building or room
C) facilities or services provided for guests' comfort
D) how happy guests are with their stay
E) the reception area where guests check in, check out, and ask for help
F) a move to a better room or service, often at no extra cost
G) provided free of charge
H) the percentage of rooms that are occupied at a given time
I) the department that cleans and maintains guest rooms
J) a scheme that rewards repeat guests with points or discounts

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. The hotel closed its top floor for a six-month _____ to modernise all the bathrooms.

2. A low _____ in winter means the hotel often has many empty rooms.
3. Tea, coffee, and bottled water are _____, so guests do not pay extra for them.
4. _____ is responsible for changing the sheets and cleaning the bathrooms every day.
5. Guests who join the _____ collect points that can be exchanged for free nights.

GRAMMAR — SECOND CONDITIONAL

Look at the sentences below:

- If the hotel had a larger front desk, guests wouldn't wait so long. (but it doesn't have one)
- If I were the manager, I would introduce a loyalty programme. (but I am not the manager)
- What would you do if a guest refused to leave a room after check-out? (an unlikely situation)

We use the second conditional to talk about situations that are imaginary, unlikely, or contrary to present reality. Form: if + past simple, would + infinitive. With I / he / she / it, we often use were instead of was in formal speech and writing (If I were you...). The if-clause can come first or second: I would offer an upgrade if there were a free suite.

Exercise 1. Controlled practice

Put the verbs in brackets into the correct form.

1. If the hotel (have) _____ a larger front desk, guests (not / wait) _____ so long at check-in.
2. If I (be) _____ the manager, I (introduce) _____ a loyalty programme.
3. What (you / do) _____ if a guest (refuse) _____ to leave a room after check-out?
4. The hotel (offer) _____ more amenities if the budget (allow) _____ it.
5. If housekeeping (work) _____ in two shifts, the rooms (be) _____ ready earlier.

Exercise 2. Freer practice

Work in pairs. Imagine you are the new manager of a hotel with a high occupancy rate but low guest satisfaction. Say

what you would do to improve it. Make at least 3 sentences using the second conditional.

LISTENING

Press the icon 

Exercise 1. 'Improving Our Hotel': gist and detail
Listen once for gist: what is the main reason for the meeting between the consultant and the manager? Listen again and complete the notes below.

First problem and the consultant's solution:	_____
Second problem and the manager's concern:	_____
The cheaper idea the consultant suggests:	_____
The idea for repeat guests:	_____
What they decide to do first:	_____

HOMEWORK

Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson 2.

FURTHER PRACTICE

For additional work on hotel facilities and the language of conditionals, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate:

- Unit 11 'Hotel Facilities' (pp. 70–75): vocabulary on hotel facilities, adjectives and word order, and stress in compound adjectives; the listening text 'Pricing policies'; and tasks on

describing hotel facilities, replying to an enquiry letter, and negotiating a group booking.

- Unit 13 'Things to Do' (pp. 82–87): the Language Focus on conditionals (p. 85), including sentences about unlikely or impossible situations, and the listening text set in a tourist office in Venice.

LESSON 2: HANDLING COMPLAINTS: REPORTED SPEECH

By the end of this lesson, you will be able to:	report statements, questions, and requests using the correct tense changes and reporting verbs; use vocabulary for handling guest complaints; read and understand a hotel incident report.
Grammar	Reported speech: statements, questions, and requests (tense changes and reporting verbs)
Vocabulary	Handling complaints (8 items)
Skills you'll practise	Grammar · Vocabulary · Reading

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

GRAMMAR — REPORTED SPEECH

Look at the sentences below. Each pair shows what was actually said and how it is reported afterwards.

Statement	The room is too noisy.' → The guest said (that) the room was too noisy.
Statement (with told)	I have already complained twice.' → She told the receptionist (that) she had already complained twice.
Yes/no question	Can you move us to another room?' → He asked if / whether she could move them to another room.
Request	Please call the manager.' → She asked the clerk to call the manager.
Negative instruction	Don't charge me for breakfast.' → He told them not to charge him for breakfast.
Future (will → would)	We will refund the first night.' → The manager said (that) they would refund the first night.

When we report, the verb usually moves one step back in time (is → was, have complained → had complained, can → could, will → would), and pronouns and time words change as

well. We use said without a person (She said that...) and told with a person (She told me that...). In reported questions, the word order is the same as in a statement: He asked if I could help, not He asked if could I help.

Exercise 1. Controlled practice

Report what was said. Begin each sentence as shown.

1. 'The room is too noisy,' the guest said. → The guest said that _____
2. 'I have already complained twice,' she told the receptionist. → She told the receptionist that _____
3. 'Can you move us to another room?' he asked. → He asked if _____
4. 'Please call the manager,' she said to the clerk. → She asked the clerk _____
5. 'Don't charge me for the breakfast,' he said. → He told them _____
6. 'We will refund the first night,' the manager said. → The manager said that _____

Exercise 2. Freer practice

Work in pairs. Student A says three complaints a hotel guest might make at the front desk. Student B reports each one to an imaginary colleague, using said, told, or asked. Swap roles.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the reading text below.

Word / Phrase	Definition	Example
service recovery	the process of putting right a problem and winning back an unhappy guest	Good service recovery can turn an angry guest into a loyal one.
goodwill gesture	a small benefit offered to show you care, not because you are obliged to	A free dessert was a goodwill gesture after the long wait.
refund	money paid back to a customer	The hotel offered a full refund for the first night.

escalate	to pass a problem to a more senior person	If you cannot solve the problem, escalate it to your supervisor.
reassure	to say or do something that makes someone feel less worried	The receptionist reassured the guest that her luggage was safe.
follow up	to contact someone later to check that a problem has been solved	We will follow up with you by phone next week.
inconvenience	trouble or difficulty caused to someone	We apologise for any inconvenience caused by the building work.
resolve	to find a solution to a problem	Most complaints can be resolved at the front desk.

Now match each numbered word (1–8) to its lettered definition (A–H).

Words:

1. service recovery
2. goodwill gesture
3. refund
4. escalate
5. reassure
6. follow up
7. inconvenience
8. resolve

Definitions:

A) to contact someone later to check that a problem has been solved

B) a small benefit offered to show you care, not because you are obliged to

C) money paid back to a customer

D) to pass a problem to a more senior person

E) to say or do something that makes someone feel less worried

F) the process of putting right a problem and winning back an unhappy guest

G) trouble or difficulty caused to someone

H) to find a solution to a problem

READING

Exercise 1. 'Complaint Report: Room 412'
Read the incident report below. It uses vocabulary from this lesson and from Lesson 1, and it recycles the second conditional alongside reported speech.

Last Saturday, a guest staying in Room 412 approached the front desk at 7 a.m. and told the receptionist that she had not slept all night because of noise from the room above. She said that she had already complained twice to housekeeping, but nobody had followed up. She asked whether the hotel could move her to a quieter room, and she added that she would write a negative review if the problem were not resolved immediately.

The duty manager's first priority was service recovery. He apologised for the inconvenience and reassured the guest that the hotel would find a solution that morning. He explained that the hotel's occupancy rate was almost 100 per cent that weekend, so no equivalent room was available. If there were a free suite, he said, he would offer an upgrade at once, but the only option was a smaller room on the ground floor. The guest declined and asked to speak to a senior manager, so the complaint was escalated.

The general manager listened carefully and then proposed a goodwill gesture: a complimentary dinner that evening and a refund of the first night's room rate. She noted that the hotel's amenities, such as the spa, were highly rated, but that a quiet night mattered more to most guests. She told the guest that the hotel would also review its night-time noise policy, and she invited her to join the loyalty programme. The guest accepted, although she said that she would not return unless the refurbishment of the upper floors were completed soon.

A follow-up call two days later confirmed that the guest was satisfied. The incident report concluded that the complaint had been handled well, but that it should have been resolved much earlier. Staff admitted that if they had a clearer procedure for escalating complaints, guests would not

have to repeat themselves. Since guest satisfaction scores depend heavily on how problems are handled, the hotel has now introduced a short checklist for every front-desk employee.

Mark each statement True or False, then correct the false ones.

1. The guest had complained to housekeeping only once before going to the front desk.
2. The duty manager had an equivalent room available for the guest.
3. The guest accepted the smaller room on the ground floor.
4. The general manager offered a complimentary dinner and a refund of the first night.
5. The incident report said that the complaint should have been resolved earlier.

HOMEWORK

Think of a real or invented guest complaint. You will use it for a role-play in Lesson 3.

FURTHER PRACTICE

For additional work on dealing with complaints, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 10 'Customer Relations' (pp. 62–67): practice in dealing with complaints and writing letters of apology, vocabulary on prefixes and adjectives describing personality, and the texts 'Unfortunate Incidents in a Travel Agency' and 'When It Pays to Complain'.

LESSON 3: RESPONDING TO A GUEST COMPLAINT

By the end of this lesson, you will be able to:	role-play handling a guest complaint using appropriate service-recovery language; report a conversation accurately; write a structured paragraph combining the second conditional and reported speech.
Grammar	Recycling: second conditional and reported speech
Vocabulary	Recycling of Lessons 1–2
Skills you'll practise	Speaking · Writing

WARM-UP

Work with a partner. Take turns: race to name as many hotel and complaint-handling words from Lessons 1–2 as you can in one minute.

SPEAKING

Exercise 1. Role-play: the complaint

Work in pairs. Student A is a hotel guest with a complaint (use the one you thought of for homework, or the situation below). Student B is the front-desk employee. Student B must apologise, reassure the guest, and suggest a solution, using at least one second conditional (for example, If I were you…) and one service-recovery word from this unit. Swap roles.

Situation: A guest arrives at the front desk at 11 p.m. and finds that the room he booked has no air conditioning. The hotel is almost fully booked, and the temperature outside is 30 degrees.

Exercise 2. Report back

Find a new partner. Tell them what the guest and the employee said in your role-play, using reported speech (He

said that..., She asked if..., I told her to...). Your partner decides whether the complaint was handled well, and why.

Exercise 3. Mingle

Stand up and ask 3 classmates: 'If you were a hotel manager, what is the first thing you would change?' Note their answers.

WRITING

Exercise 1. Paragraph: 'If I Managed a Hotel'

Write a paragraph (6–8 sentences) explaining what you would change if you managed a hotel. Structure it as a paragraph: a clear topic sentence, supporting sentences linked by logical connectors, and a concluding sentence. Use at least 2 vocabulary items from this unit, at least one second conditional, and at least one sentence in reported speech.

MODEL PARAGRAPH

Structure: a topic sentence, supporting sentences linked by lo
sentence.

If I managed a city-centre hotel, I would focus first on the expe
they arrive. **In the first place,** I would add a second receptioni
reviewers last year that check-in was far too slow. **In addition,**
earlier, so that rooms would be ready before the afternoon arr
would offer a complimentary drink at check-in, which would m
would launch a simple loyalty programme, since repeat guest
rewarded with an occasional upgrade. **For these reasons,** hot
start by improving the first impression at the front desk.

Before you hand in your paragraph, check:

- A clear topic sentence, supporting sentences with logical connectors, and a concluding sentence
- 6–8 sentences, on topic
- At least 2 vocabulary items from this unit, used correctly

- At least one second conditional and one sentence in reported speech
- No major spelling errors in target vocabulary

HOMEWORK & PREVIEW

- Finalise and hand in the written paragraph if not completed in class.
- Preview of Unit 6 (Booking & Reservations): think of the last time you booked a trip online. Which steps did you go through, and which one was the most confusing?

FURTHER PRACTICE

For a longer, integrated task on complaint handling, see Jacob & Strutt, **English for International Tourism**: Upper-Intermediate, Scenario 2 'Handling a Complaint' (pp. 68–69): a case study built around a tour operator's customer relations department, with letters, faxes, and memos about a complaint, a claim for compensation, and writing letters to dissatisfied customers.

UNIT 6. BOOKING & RESERVATIONS

8 academic hours

In this unit, you will learn to describe tour programmes using the future continuous and future perfect, explain booking conditions using the first and second conditional, and present a travel package using the conventional presentation model.

LESSON 1: PLANNING A TOUR: FUTURE CONTINUOUS AND FUTURE PERFECT

By the end of this lesson, you will be able to:	use the future continuous and future perfect to describe what will be happening, and what will have happened, at a given point in a tour programme; use vocabulary for planning and describing itineraries; understand a conversation in which a tour operator explains an itinerary.
Grammar	Future continuous (will be + -ing), future perfect (will have + past participle), and future perfect continuous (will have been + -ing)
Vocabulary	Planning a tour programme (10 items)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Think of a trip you took recently. What do you think a tour operator needs to plan before such a trip begins?

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences.

Word / Phrase	Definition	Example
itinerary	a detailed plan of a journey, including places and times	The itinerary includes two nights in Lviv and three in the mountains.
package tour	a holiday sold at one price that includes transport, accommodation, and other services	The package tour covers flights, hotels, and all transfers.

transfer	transport between an airport or station and a hotel	A private transfer will take you from the airport to the hotel.
excursion	a short organised trip made for pleasure during a longer stay	On Day 3 there is an excursion to a mountain waterfall.
optional extra	an additional service that clients can choose to pay for	A cooking class is an optional extra.
tour leader	a person who accompanies a group and manages the programme	The tour leader will meet you at the airport.
buffer time	spare time built into a schedule to absorb delays	We added buffer time between the train and the dinner.
tight schedule	a programme with very little free time between activities	A tight schedule leaves tourists tired and stressed.
round trip	a journey to a place and back again	The price covers the round trip by coach.
highlight	the most interesting or memorable part of a trip	The cable-car ride is the highlight of the tour.

Now match each numbered word (1–10) to its lettered definition (A–J).

Words:

1. itinerary
2. package tour
3. transfer
4. excursion
5. optional extra
6. tour leader
7. buffer time
8. tight schedule
9. round trip
10. highlight

Definitions:

A) a journey to a place and back again
B) a detailed plan of a journey, including places and times
C) an additional service that clients can choose to pay for
D) spare time built into a schedule to absorb delays
E) transport between an airport or station and a hotel
F) the most interesting or memorable part of a trip

G) a holiday sold at one price that includes transport, accommodation, and other services
H) a person who accompanies a group and manages the programme
I) a programme with very little free time between activities
J) a short organised trip made for pleasure during a longer stay

Exercise 2. Gap-fill

Complete each sentence below with the correct word or phrase from Exercise 1.

1. The price of the _____ includes flights, hotels, and all meals.
2. A guided hike to the summit is an _____: clients pay extra if they want it.
3. Our _____, Olha, will meet the group at the airport and look after them all week.
4. Because the programme has a _____, tourists feel tired and have no time to relax.
5. We always build in _____ so that a late train does not spoil the whole day.

GRAMMAR — FUTURE CONTINUOUS AND FUTURE PERFECT

Look at the sentences below:

- At ten o'clock tomorrow, the group will be riding in the coach. (an action in progress at a point in the future)
- By two o'clock they will have checked in. (an action completed before a point in the future)
- By then, the guide will have been preparing the route for a week. (an action that started earlier and continues up to a point in the future)

Future continuous	will be + -ing: what will be happening at a particular time. 'At three o'clock they will be walking around
Future perfect	will have + past participle: what will already be finished by a particular time. Often used with by, by
Future perfect continuous	will have been + -ing: how long something will have been going on by a particular time. 'By Friday I will

Compare with the future simple: 'They will visit the waterfall' simply states a future fact, while 'They will be visiting the waterfall at noon' paints a picture of that moment. After *by the time* and *before* we use a present tense, not will: *By the time the group arrives, the tour leader will have confirmed the rooms.*

Exercise 1. Controlled practice

Put the verbs in brackets into the correct form: future continuous, future perfect, or future perfect continuous.

1. At 9 a.m. tomorrow, the group (travel) _____ by coach to the mountains.
2. By the time we reach the hotel, the tour leader (confirm) _____ all the room allocations.
3. This time next week, the tourists (relax) _____ on the beach.
4. By Friday, we (complete) _____ the whole itinerary.
5. By the end of the season, our guides (work) _____ for six months without a day off.
6. Please don't phone me at six: I (lead) _____ the evening walking tour.

Exercise 2. Freer practice

Work in pairs. Plan a four-day trip for a group of tourists. Take turns to say what the group will be doing at a particular time on each day, and what will have happened by the end of each day. Make at least 4 sentences.

LISTENING

Press the icon 

Exercise 1. 'Planning the Itinerary': gist and detail

Listen once for gist: is the pace of the tour a problem for the travel agent? Why, or why not? Listen again and complete the notes below.

Day 1, 11 a.m.: what will the group be doing?	_____
Day 1, 3 p.m.: what will the group be doing?	_____
By the end of Day 2: what will the group have done?	_____
Day 4: what is the optional extra?	_____
Day 4, evening: what will the group be doing?	_____
By the end of the month: what will Daria have done?	_____

HOMEWORK

Learn all 10 vocabulary items from Exercise 1 for a quick recall task at the start of Lesson 2.

FURTHER PRACTICE

For additional work on planning and putting together a tour, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 6 'Tour Operators' (pp. 38–43): the Language Focus on the passive (p. 41), which includes sentences with future forms such as 'we'll probably be working on load factors of about 80 per cent'; the speaking task 'Putting Together a Package' (p. 42), in which you put the stages of planning a tour programme into a logical order; and the task 'Negotiating an Agreement' (p. 43).

LESSON 2: BOOKING CONDITIONS: FIRST AND SECOND CONDITIONAL

By the end of this lesson, you will be able to:	use the first conditional for real possibilities and the second conditional for imaginary situations and advice; use vocabulary for booking conditions and payment; read and understand an email in which a booking consultant explains conditions and gives advice.
Grammar	First and second conditional: real and unreal situations (if, unless, as long as)
Vocabulary	Booking conditions and payment (8 items)
Skills you'll practise	Grammar · Vocabulary · Reading

WARM-UP

Work with a partner. Take turns: one of you says a definition from Lesson 1, the other races to say the matching word.

GRAMMAR — FIRST AND SECOND CONDITIONAL

Look at the sentences below:

- If you reserve this week, I will hold your place. (a real, likely situation)
- If I were you, I would take out travel insurance. (advice: an imaginary situation)
- If the roads were closed by a storm, you would lose the price of the tour. (an unlikely situation)

First conditional	if + present simple, will + infinitive. A real or likely situation: 'If you cancel more than 30 days before departure, you will receive a refund.'
Second conditional	if + past simple, would + infinitive. An unlikely or imaginary situation, or advice: 'If I were you, I would book now.'
unless / as long as	unless = if ... not; as long as = only if. Both are followed by the present simple: 'Unless you confirm by Friday, we will release the rooms.' 'You will get a refund as long as you cancel in time.'

We never use will or would in the if-clause: If you book (not will book) before March, you will get a discount. The choice between the two forms shows how likely the speaker thinks the situation is: If the tour is full, we will offer another date (a real possibility) but If the tour were full, we would offer another date (we think it is unlikely).

Exercise 1. Controlled practice

Put the verbs in brackets into the correct form: first or second conditional.

1. If you (pay) _____ the deposit today, we (hold) _____ your place until Friday.
2. If I (be) _____ you, I (take out) _____ travel insurance.
3. Clients (receive) _____ a refund of the balance as long as they (cancel) _____ 30 days in advance.
4. What (you / do) _____ if the airline (cancel) _____ your flight the night before departure?
5. If the tour (be) _____ cheaper, more students (book) _____ it.
6. If the group (arrive) _____ late, the tour leader (rearrange) _____ the afternoon programme.

Exercise 2. Freer practice

Work in pairs. Student A is a client who is hesitating about booking a package tour. Student B is the booking consultant. Student A asks 'What happens if...?' questions about the booking conditions; Student B answers using the first conditional, and then gives advice using 'If I were you, I would...'. Swap roles.

VOCABULARY

Exercise 1. Learn and match

Study the following words and example sentences. You will meet all of them in the reading text below.

Word / Phrase	Definition	Example
deposit	a first payment that secures a booking	A deposit of 20 per cent holds your place.
outstanding balance	the part of the price that has not yet been paid	The outstanding balance is due 45 days before departure.

cancellation policy	the rules that explain what happens if a booking is cancelled	Please read our cancellation policy before you pay.
non-refundable	that cannot be returned to the customer once it has been paid	The deposit is non-refundable.
supplement	an extra charge for an additional service or a higher-priced option	A single-room supplement applies to solo travellers.
travel insurance	a policy that covers costs if a trip is cancelled or something goes wrong	Travel insurance covers you if you fall ill before the trip.
fully booked	having no places or rooms left	The July tour is fully booked.
amendment	a change made to a booking after it has been confirmed	An amendment to the name costs 25 euros.

Now match each numbered word (1–8) to its lettered definition (A–H).

Words:

1. deposit
2. outstanding balance
3. cancellation policy
4. non-refundable
5. supplement
6. travel insurance
7. fully booked
8. amendment

Definitions:

A) having no places or rooms left

B) that cannot be returned to the customer once it has been paid

C) a first payment that secures a booking

D) a change made to a booking after it has been confirmed

E) an extra charge for an additional service or a higher-priced option

F) the part of the price that has not yet been paid

G) a policy that covers costs if a trip is cancelled or something goes wrong

H) the rules that explain what happens if a booking is cancelled

READING

Exercise 1. 'Should I Book Now?'

Read the email below. It uses vocabulary from this lesson, and it recycles the future forms from Lesson 1 alongside the first and second conditional.

Dear Mr Hale,

Thank you for your enquiry about our six-day package tour, Carpathian Highlights. I understand that you are hesitating, so let me explain our booking conditions as clearly as I can.

First, availability. The tour is almost fully booked for July, and only four places remain. If you reserve this week, I will hold your place for a deposit of 20 per cent, and the outstanding balance will be due 45 days before departure. If you wait until next month, the tour will probably be full, and you will have to choose a later date.

Second, our cancellation policy. The deposit is non-refundable, but you will receive the rest of your payment back as long as you cancel more than 30 days before departure. If you cancel later, we cannot return anything unless you have travel insurance. An amendment to your booking, such as a change of name, costs 25 euros if you make it at least two weeks before departure.

Third, the price. A single-room supplement of 180 euros applies, because the tour is priced for two people sharing a room. If you were travelling with a friend, you would avoid this extra charge. The guided mountain hike is an optional extra, so you can decide on it later.

Honestly, if I were you, I would take out travel insurance. Mountain weather changes quickly, and if a storm closed the roads, you would not want to lose the whole price of the tour. By the time you arrive in July, our tour leader will have checked every hotel and walked the main routes, so the programme will run smoothly. If you would like to talk it through, I will be waiting for your call all day on Thursday.

Kind regards,

Kateryna Moroz Booking Consultant, Carpathian Highlights

Mark each statement True or False, then correct the false ones.

1. Mr Hale has to pay the full price when he reserves his place.
2. If Mr Hale cancels 40 days before departure, he will get his whole payment back.
3. A single-room supplement applies because the tour is priced for two people sharing a room.
4. The consultant advises Mr Hale to take out travel insurance.
5. The guided mountain hike is included in the basic price.

HOMEWORK

Think of a package tour you could sell: choose a destination, three highlights, one optional extra, and one booking condition. You will use your idea in Lessons 3 and 4.

FURTHER PRACTICE

For additional work on taking bookings and advising clients, see Jacob & Strutt, **English for International Tourism:** Upper-Intermediate:

- Unit 5 'Travel Agents' (pp. 30–35): the Language Focus on asking questions politely (p. 31), the training-manual extract on booking procedure (p. 34), a checklist-writing task, and a telephone-booking role-play (p. 35).
- Scenario 1 'Advising a Client' (pp. 36–37): a case study in giving information and advice on holiday destinations to help clients make choices.

LESSON 3: THE CONVENTIONAL PRESENTATION: STRUCTURE AND LANGUAGE

By the end of this lesson, you will be able to:	identify the stages of a conventional presentation and use appropriate phrases at each stage; recognise how a speaker handles audience
Grammar	Recycling: future continuous and future perfect; first and second conditional, in the context of
Vocabulary	Presentation language (10 phrases)
Skills you'll practise	Vocabulary · Grammar · Listening

WARM-UP

Work with a partner. Think of the best and the worst presentation you have ever seen. What made one of them effective and the other boring?

VOCABULARY

Exercise 1. Learn and match

Study the following phrases. Each one belongs to a particular stage of a conventional presentation.

Phrase	Function	Example
Good morning, ladies and gentlemen. My name is ... and today I will be presenting ...	greets the audience and introduces yourself and your topic	Good morning, ladies and gentlemen. My name is Ivan, and today I will be presenting our new city-break package.
The purpose of this presentation is to ...	tells the audience why you are speaking	The purpose of this presentation is to introduce our winter programme.
I'll take about ten minutes of your time.	tells the audience how long you will speak	I'll take about ten minutes of your time, so I will be brief.

I have divided my talk into three main parts.	outlines the structure of the talk	I have divided my talk into three main parts: the route, the hotels, and the price.
To start with, I'd like to consider ...	introduces the first point	To start with, I'd like to consider the itinerary.
On this slide, you can see ...	draws attention to a visual	On this slide, you can see the six-day route.
Let me turn now to ...	moves on to the next point	Let me turn now to the accommodation.
So, let's recap the main points.	summarises what you have said	So, let's recap the main points: the route, the hotels, and the price.
In conclusion, I would like to emphasise ...	ends the talk with the key message	In conclusion, I would like to emphasise that the tour is excellent value.
If I understand the question correctly, you would like to know ...	checks and rephrases a question from the audience	If I understand the question correctly, you would like to know what happens if a client cancels.

Now match each numbered phrase (1–10) to its function (A–J).

Phrases:

1. Good morning, ladies and gentlemen. My name is ... and today I will be presenting ...
2. The purpose of this presentation is to ...
3. I'll take about ten minutes of your time.
4. I have divided my talk into three main parts.
5. To start with, I'd like to consider ...
6. On this slide, you can see ...
7. Let me turn now to ...
8. So, let's recap the main points.
9. In conclusion, I would like to emphasise ...
10. If I understand the question correctly, you would like to know ...

Functions:

A) moves on to the next point
B) ends the talk with the key message
C) tells the audience why you are speaking

D) draws attention to a visual
E) checks and rephrases a question from the audience
F) greets the audience and introduces yourself and your topic
G) outlines the structure of the talk
H) summarises what you have said
I) tells the audience how long you will speak
J) introduces the first point

Exercise 2. Put the presentation in order

The sentences below come from a short presentation, but they are in the wrong order. Decide in which order the speaker would say them, and write the letters in the correct order.

A) In conclusion, I would like to emphasise that this tour offers excellent value for money.
B) Good morning, ladies and gentlemen, and thank you for coming. My name is Iryna Kovalenko, and today I will be presenting our new city-break package.
C) The purpose of this presentation is to introduce Kyiv Weekend and show you why your clients will love it.
D) I'll take about ten minutes of your time, and there is a handout on your tables with the full itinerary.
E) I have divided my talk into three main parts: the itinerary, the accommodation, and the price.
F) So, let's recap the main points: we have looked at the itinerary, the accommodation, and the price.
G) Does anyone have any questions? I'd be glad to answer them now.
H) To start with, I'd like to consider the itinerary. On this slide, you can see the three-day route.

GRAMMAR – FUTURE FORMS AND CONDITIONALS IN A PRESENTATION

When you present a package tour, you can use the structures from Lessons 1 and 2 to help the audience imagine the trip and understand the conditions:

Future continuous	paints a picture of a moment in the programme: 'On Day 3 at noon, your clients will be standing at

Future perfect	summarises what the clients will have experienced: 'By the end of the week, they will have visited three
First conditional	states an offer or a condition: 'If you book before March, you will receive a discount.'
Second conditional	gives a recommendation or imagines a situation: 'If I were choosing a tour for a family, I would

Exercise 1. Controlled practice

Put the verbs in brackets into the correct form.

1. By the end of the week, your clients (see) _____ three UNESCO sites.
2. On Day 3 at noon, they (stand) _____ at the top of a viewpoint above the valley.
3. If you (book) _____ before 1 March, we (offer) _____ a ten per cent discount.
4. If I (plan) _____ a trip for a family, I (choose) _____ the farmhouse option.
5. Unless you (confirm) _____ by Friday, we (release) _____ the rooms.

LISTENING

Press the icon 

Exercise 1. 'Carpathian Highlights: A Presentation': gist and detail

Listen once for gist: what is the purpose of the presentation, and who is the audience? Listen again and complete the notes below.

Purpose of the presentation:	_____
How long will the presentation take?	_____
What is on the tables?	_____
The three main parts:	_____
Condition for the ten per cent discount:	_____

Which part of the payment is non-refundable?	_____

Exercise 2. Handling questions

After the presentation, the audience asks three questions. Listen to the question-and-answer session and decide which technique the presenter uses to deal with each question.

Techniques: A) asking a further question to clarify B) rephrasing the original question C) evasion (promising to find the information later)

1. 'What about clients who are not very active?'
2. 'And how much is the optional hike?'
3. 'If a client paid the deposit today and cancelled in May, what would happen?'

HOMEWORK

Use the package tour idea you prepared in Lesson 2. Write a one-page outline of your presentation, with one or two phrases from Exercise 1 for each stage. You will present it in Lesson 4.

FURTHER PRACTICE

For additional work on presentation structure and language, see O. Khomenko, **Effective Business Communication** (Revised 2026), Unit 2 'Effective Presentation Skills Training' (pp. 69–78): preparation, audience, and location checklists (pp. 69–70); the Conventional Presentation Model (pp. 73–74); language for presenting main parts, summarising, and concluding (pp. 74–75); presenting slide shows (pp. 75–76); and handling questions, including difficult ones (pp. 76–78).

LESSON 4: PRESENTING A TRAVEL PACKAGE

By the end of this lesson, you will be able to:	plan and deliver a short conventional presentation of a package tour; respond to questions from an audience; evaluate a presentation; write a
Grammar	Recycling: future continuous and future perfect; first and second conditional
Vocabulary	Recycling of Lessons 1–3
Skills you'll practise	Speaking · Writing

WARM-UP

Work with a partner. Without looking at Lesson 3, name as many stages of a conventional presentation as you can, and say one phrase you could use at each stage.

SPEAKING

Exercise 1. Plan your presentation

Work in groups of three. Choose a package tour (your idea from the homework in Lesson 2, or one of the options below) and prepare a presentation for a group of travel agents. Use the plan below and decide who will present which part.

- Kyiv Weekend: a three-day city break
- Odesa and the Black Sea Coast: a five-day tour
- Carpathian Highlights: a six-day mountain tour (see Lesson 3)

Greeting and introduction:	_____
Purpose:	_____
Timing and handout:	_____
Main parts (three):	_____
Slides and visual aids:	_____

Future forms to use (continuous and perfect):	_____
Offer or condition to state (first conditional):	_____
Recommendation to give (second conditional):	_____
Summary and conclusion:	_____

Exercise 2. Deliver your presentation

Present your tour to another group. Each member of your group should speak for about one minute and use at least two phrases from Lesson 3, one future form, and one conditional. The other group listens and completes the evaluation grid below.

Exercise 3. Questions from the audience

After each presentation, the audience asks at least two questions. The presenters respond using one of the techniques from Lesson 3 (clarifying, rephrasing, or evasion) and answer as fully as they can.

Exercise 4. Evaluate a presentation

Rate the presentation you have just heard from 1 (needs improvement) to 4 (excellent) by marking one box in each row. Then tell the presenters one thing they did well and one thing they could improve.

Criteria	**1**	**2**	**3**	**4**
Structure: clear and understandable?				
Introduction: did it tell you what you would hear?				
Transitions: clear and smooth?				
Future forms and conditionals: accurate and natural?				
Summary: did the speakers tell you what they had told you?				

Questions: handled appropriately?				
Delivery: effective and persuasive?				
Overall: interesting?				

WRITING

Exercise 1. Paragraph: 'Why Choose This Tour?'
Write a persuasive paragraph (6–8 sentences) for travel agents, explaining why they should recommend your package tour to their clients. Structure it as a paragraph: a clear topic sentence, supporting sentences linked by logical connectors, and a concluding sentence. Use at least 2 vocabulary items from this unit, at least one future form (continuous or perfect), and at least one conditional.

MODEL PARAGRAPH
Structure: a topic sentence, supporting sentences linked by lo
sentence.
Carpathian Highlights is the ideal package tour for travellers v
the itinerary has been designed with buffer time every day, so
the next. **In addition,** they will be staying in family-run hotels, v
hospitality. **Moreover,** by the end of the six days, they will hav
mountain waterfall, and a traditional farmhouse kitchen. **What**
receive a ten per cent discount, and if they compared the pric
excellent value. **Therefore,** if you want to give your clients an
reserve their places today.

Before you hand in your paragraph, check:
- A clear topic sentence, supporting sentences with logical connectors, and a concluding sentence
- 6–8 sentences, on topic
- At least 2 vocabulary items from this unit, used correctly

- At least one future continuous or future perfect, and at least one conditional
- No major spelling errors in target vocabulary

HOMEWORK

- Finalise and hand in the written paragraph if not completed in class.
- If your group has not yet presented, rehearse your presentation and be ready to deliver it in the next class.

FURTHER PRACTICE

For additional work on presentations, see:

- O. Khomenko, **Effective Business Communication** (Revised 2026), Unit 2 'Effective Presentation Skills Training': handling difficult questions (pp. 77–78), the evaluation grid on which Exercise 4 is based (p. 78), and the follow-up activity 'Creative Persuasive Presentation' (pp. 79–80), which asks you to structure a persuasive presentation and end it with a call to action.
- Jacob & Strutt, **English for International Tourism:** Upper-Intermediate, Unit 7 'Promoting a Destination' (pp. 44–49): giving presentations, including reporting on a familiarisation trip, and writing brochure texts.

APPENDICES

UNIT 1

APPENDIX 1.A – ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–B / 2–E / 3–J / 4–H / 5–D / 6–I / 7–F / 8–G / 9–A / 10–C

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – revenue
2 – seasonality
3 – stakeholders
4 – supply chain
5 – diversification

Grammar — Exercise 1 (controlled practice — passive voice)

Answer key
1 – are supported
2 – are connected
3 – is often underestimated
4 – is supported
5 – have been increasingly adopted

Reading — Exercise 1 (True/False + short answer)

Answer key
1 – False (the text says the contribution is rarely limited to companies dealing with tourists directly)
2 – True
3 – False (a much larger number of jobs are created indirectly than directly, according to the text)
4 – True
5 – Open answer; should reference the supply chain / interconnected businesses (e.g. taxi drivers, farmers, artisans) rather than just hotels and flights
6 – Diversification (e.g. developing winter sports, cultural tourism, or business tourism outside peak season)

Listening — Exercise 1 ('How Tourism Shapes an Economy')

Answer key
Term: the multiplier effect
Fraction of local jobs: well over a third
Main challenge: seasonality (sharp rise in summer demand, sharp fall in winter)
Strategy: diversification (winter sports, cultural events, business tourism)

Speaking Exercise: Presenting the Numbers — freer production; check for correct passive voice forms and clear number pronunciation rather than a single fixed answer.

Lesson 2

Vocabulary — Exercise 1 (matching)

Answer key
1–D / 2–C / 3–G / 4–H / 5–F / 6–B / 7–E / 8–A

Grammar — Exercise 1 (passive + infinitive)

Answer key
1 – is predicted
2 – is forecast
3 – is expected
4 – are believed

Reading — Exercise 1 ('Quarterly Tourism Report')

Answer key
1 – No; growth is expected to level off / slow down over the co
2 – No; growth was concentrated in a small number of popula
stable
3 – Because employment figures fluctuated more than expect

Speaking and Writing exercises in this lesson are freer production — assess against correct passive voice / passive + infinitive forms and appropriate use of the lesson's vocabulary.

Lesson 3

Vocabulary — Exercise 1 (matching)

Answer key
1–D / 2–F / 3–B / 4–E / 5–C / 6–A

Listening — Exercise 1 ('Working in Tourism')

Answer key
First connection: a work placement in a hotel during university
Career path: front-of-house/reception ➜ events ➜ team manag
Skills valued: cross-cultural competence, language skills, digit
Indirect employment: mentioned via local suppliers, transport
economic contribution

Speaking Exercise 3 (job interview roleplay): freer production — assess against use of transferable-skills vocabulary and at least one passive voice sentence.

APPENDIX 1.B – AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 1 : **“How Tourism Shapes an Economy”**

Speaker: Tourism doesn't just create jobs in hotels and airlines, its economic contribution reaches much further than most people realise. When a visitor spends money at a hotel, that money doesn't stay in one place: it's passed on to staff, suppliers, and local businesses, creating what economists call the multiplier effect. In fact, in many coastal regions, well over

a third of local jobs are supported, directly or indirectly, by tourism revenue. Of course, the industry isn't without its challenges. Seasonality is a major issue for many destinations: demand rises sharply in summer and falls just as sharply in winter, leaving many businesses struggling to survive the quieter months. That's why diversification has become such an important strategy: destinations are increasingly investing in winter sports, cultural events, and business tourism to spread demand more evenly across the year.

Audioscript 2 : “Working in Tourism”

HOST: Good morning, everyone. Today we're talking to Marta, who's been working in the tourism industry for over ten years. Marta, thanks for joining us.
GUEST: Thanks for having me.
HOST: Let's start with the basics — what got you into this industry in the first place?
GUEST: Honestly, I fell into it. I took a work placement in a hotel during university, and I realised how many transferable skills you develop in customer-facing roles — communication, problem-solving, working under pressure.
HOST: And how has your career progression looked since then?
GUEST: I started front-of-house, at reception, then moved into events, and now I manage a small team. It's not always a straight path, but tourism does reward people who are willing to learn on the job.
HOST: What skills would you say are most valued by employers now?
GUEST: Definitely cross-cultural competence — you're constantly dealing with people from different backgrounds, so understanding that is essential. Language skills obviously help too, and increasingly, digital skills.
HOST: Is it true that a lot of employment in this sector is indirect, not just hotels and airlines?

GUEST: Absolutely. So much of the industry's economic contribution comes from businesses that support tourism without dealing with tourists directly — local suppliers, transport companies, even farmers.
HOST: Marta, thank you so much for your time today.
GUEST: My pleasure.

UNIT 2

APPENDIX 2.A – ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–E / 2–I / 3–J / 4–H / 5–G / 6–C / 7–F / 8–D / 9–A / 10–B

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – population density / 2 – natural resources / 3 – biodiversity

Grammar — Exercise 1 (relative clauses)

Answer key
1 – The Dnipro, which flows into the Black Sea, is Ukraine's lo
2 – The Carpathians are a mountain range whose highest pea
3 – Odesa is a major port city that is famous for the Potemkin
4 – Lviv has a historic old town, which is a UNESCO World He
5 – Ukraine has a temperate climate, which allows for produc

Listening — Exercise 1 ('Ukraine's Geography in Focus')

Answer key
Terrain: plains in most of the country, mountains in the west / I
biodiversity found almost nowhere else in Europe / Climate: te
the east than the rural west

Lesson 2

Vocabulary — Exercise 1 (matching)

Answer key
1–C / 2–D / 3–F / 4–E / 5–B / 6–G / 7–A

Reading — Exercise 1 (True/False)

Answer key
1 – True / 2 – False (it is a UNESCO World Heritage Site) / 3 – False (biodiversity is described as remarkable, not limited) / 5

Reading — Exercise 2 (multiple choice)

Answer key
1–B / 2–C / 3–B / 4–C / 5–B

Lesson 3

Vocabulary — Exercise 1 (matching)

Answer key
1–D / 2–H / 3–G / 4–C / 5–F / 6–E / 7–B / 8–A

Listening — Exercise 1 ('Welcome to the Cathedral')

Answer key
Building: St. Sophia's Cathedral
Century founded: eleventh century
Golden domes: a later addition, from seventeenth-century ren
Bell tower: panoramic views of the city

Speaking and Writing exercises in this lesson are freer production. Assess against use of at least 2 guiding phrases and 2 relative clauses.

Lesson 4

No fixed answer key for the listening detail grid beyond: destination chosen — Lviv; reason — stronger sense of history/authenticity; Bukovel not chosen — more of a nature/sports trip than a cultural one.
Speaking and writing tasks are freer production. Assess against the success criteria given to students.

APPENDIX 2.B — AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 3 — “Ukraine's Geography in Focus”

Ukraine, which is often described as one of the largest countries entirely within Europe, has a terrain that varies enormously from north to south. Much of the country consists of fertile plains, a natural resource that has supported agriculture for centuries, while the west is dominated by the Carpathians, a mountain range whose biodiversity includes species found almost nowhere else in Europe. The climate, which is temperate across most of the country, allows for warm summers and cold winters, though conditions vary considerably between the coast and the interior. Ukraine's geopolitical location, sitting between Central Europe and Russia, has shaped much of its history, while its population density remains far higher in industrial eastern regions than in the more rural west. Unlike landlocked neighbours such as Slovakia, Ukraine has direct access to the sea, with a coastline stretching along both the Black Sea and the Sea of Azov.

Audioscript 4 — “Welcome to the Cathedral”

Good morning, everyone, and welcome to St. Sophia's Cathedral, which is one of the oldest and most important religious buildings in Eastern Europe. The cathedral, which was founded in the eleventh century, is renowned for its stunning mosaics and frescoes, many of which have survived almost a thousand years. As you can see, the golden domes above us are actually a later addition, added during renovations in the seventeenth century. On your left, you'll notice the bell tower, which dates back to the eighteenth century and offers panoramic views of the city, a viewpoint that is well worth a visit if you have time later. Legend has it that the cathedral was built on the site of a great victory, though historians still debate exactly which battle is meant.

Please make your way through the main entrance, where our tour will continue inside.

Audioscript 5 — "Choosing a Destination"

AGENT: Good morning! How can I help you today?
CUSTOMER: Hi, I'm trying to decide on a destination for a short trip, but there are so many options that I don't know where to start.
AGENT: That's completely understandable. What kind of experience are you hoping for — something historical, something more focused on nature, or maybe a coastal getaway?
CUSTOMER: I think somewhere with a strong sense of history and authenticity, rather than somewhere too touristy.
AGENT: In that case, I'd suggest Lviv, which has an old town that's a UNESCO World Heritage Site, but which still feels genuinely lived-in rather than purely for visitors.
CUSTOMER: That sounds appealing. How does it compare to Kyiv?
AGENT: Kyiv, which is obviously the capital and has incredible landmarks like St. Sophia's Cathedral, tends to feel a bit more geared toward tourism in the centre. Lviv, on the other hand, has invested in its tourist infrastructure without losing that local character.
CUSTOMER: What about somewhere for hiking? I've heard the Carpathians are worth visiting.
AGENT: They definitely are, especially if you're interested in national parks with real biodiversity, but that's more of a nature-focused trip than a cultural one.
CUSTOMER: I think I'll go with Lviv, then.
AGENT: Excellent choice. I'll start putting together an itinerary for you.

UNIT 3

APPENDIX 3.A — ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–D / 2–H / 3–F / 4–C / 5–J / 6–A / 7–I / 8–G / 9–E / 10–B

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – overtourism
2 – culinary tourism
3 – business tourism
4 – medical tourism
5 – adventure tourism

Grammar — Exercise 1 (fixed verb patterns)

Answer key
1 changing / 2 to limit / 3 visiting / 4 to introduce / 5 trying

Listening — Exercise 1 ('Travel Trends Today')

Answer key
Two forces: niche tourism and overtourism
Niche tourism example: culinary tourism in rural Italy / wellness retreats in the mountains
City: Venice decided to charge day-trippers an entry fee during peak periods

Lesson 2

Grammar — Exercise 1 (verbs that change meaning)

Answer key
1 – booking (a memory of a past action)
2 – to return (a reminder)
3 – travelling (an activity that ended)
4 – to buy (paused in order to do something)
5 – to inform (formal bad news)

Vocabulary — Exercise 1 (matching)

Answer key
1–C / 2–G / 3–E / 4–H / 5–F / 6–A / 7–D / 8–B

Reading — Exercise 1 (True/False)

Answer key
1 – False (she doesn't remember booking a single return ticke
2 – False (they have decided to spend a whole month in a sin
3 – True
4 – True

Lesson 3
Speaking and Writing exercises in this lesson are freer production. Assess against correct gerund/infinitive use and appropriate vocabulary rather than a single fixed answer.

APPENDIX 3.B – AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 6 — "Travel Trends Today"

Welcome back to Travel Trends Today. This week we're looking at two forces reshaping the industry: niche tourism and overtourism. More travellers are choosing to avoid mass-market destinations, opting instead for niche experiences that reflect a specific interest from culinary tourism in rural Italy to wellness retreats in the mountains. At the same time, popular cities have started to struggle with overtourism, and several have decided to introduce visitor limits or new tourist taxes to manage the pressure. Local authorities in Venice, for example, have agreed to charge day-trippers an entry fee during peak periods. Industry analysts suggest that this shift toward niche tourism, combined with stricter management of overtourism, will continue to shape the industry over the next decade.

UNIT 4

APPENDIX 4.A – ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–G / 2–C / 3–I / 4–E / 5–J / 6–D / 7–H / 8–B / 9–F / 10–A

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – diversion
2 – turnaround time
3 – no-shows
4 – baggage handling
5 – overbooking

Grammar — Exercise 1 (present deduction)

Answer key
1 must / 2 might ... could / 3 can't / 4 must / 5 can't

Listening — Exercise 1 ('Why Is It Delayed?')

Answer key
First theory: a technical problem (evidence: engineers seen n
Second theory: still refuelling (rejected: refuelling alone doesn
Third theory: a crew problem (rejected: no one seen rushing t
Gate agent's announcement: the flight was delayed due to a t
expected within 20 minutes
Closest theory: Passenger B's first theory (technical problem)

Lesson 2

Grammar — Exercise 1 (past deduction)

Answer key
1 – must not have informed
2 – might have detected
3 – can't have known
4 – should have had
5 – must have felt

Vocabulary — Exercise 1 (matching)

Answer key
1–D / 2–H / 3–F / 4–G / 5–C / 6–B / 7–E / 8–A

Reading — Exercise 1 (True/False)

Answer key
1 – True
2 – False (engineers found no evidence linking the fault to the
3 – False (the warning was later traced to a faulty sensor, not
4 – False (some passengers had to wait overnight for a new fl
5 – False (the text says the fault can't have been predicted in

Lesson 3
Speaking and Writing exercises in this lesson are freer production. Assess against correct use of present/past modals of deduction and appropriate vocabulary rather than a single fixed answer.

APPENDIX 4.B – AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 7 — "Why Is It Delayed?"

PASSENGER A: This is strange, the board still says 'delayed', but nobody's told us why.
PASSENGER B: I don't know. It might be a technical problem — I saw a couple of engineers near the plane earlier.
PASSENGER A: Could be. Or it might just be the weather. Look how grey it's getting outside.
PASSENGER B: True, but the wind doesn't look that strong. It can't be that.
PASSENGER A: Well, whatever it is, the ground staff must be waiting for more information too — they keep checking their screens and not saying anything.
PASSENGER B: That gate agent looks stressed. There must be something going on that they're not telling us yet.
PASSENGER A: Should we go and ask?
PASSENGER B: We could, but I doubt they'd tell us more than the board already says.

PASSENGER A: Actually, look, there's a fuel truck still parked by the plane. That might explain it. Maybe they're still refuelling.
PASSENGER B: That could be part of it, but refuelling doesn't usually take this long on its own. There must be something else going on as well.
PASSENGER A: Do you think it could be a crew problem? Sometimes flights get delayed because the crew hasn't arrived yet.
PASSENGER B: It's possible, I suppose, but I haven't seen anyone rushing through the terminal, so that can't be the main reason.
PASSENGER A: True. Oh, wait, someone’s approaching the microphone at the desk. This must be the announcement.
PASSENGER B: Finally. Let's listen carefully; it might explain everything at once.
GATE AGENT: Ladies and gentlemen, thank you for your patience. Flight PS205 has been delayed due to a technical check requested by the crew. We expect boarding to begin within the next twenty minutes.
PASSENGER A: So it was a technical issue after all — you were right about that.
PASSENGER B: Well, I wasn't completely sure, but given everything we'd seen, it made the most sense.

UNIT 5

APPENDIX 5.A – ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–C / 2–H / 3–E / 4–I / 5–A / 6–G / 7–F / 8–D / 9–J / 10–B

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – refurbishment
2 – occupancy rate
3 – complimentary
4 – Housekeeping
5 – loyalty programme

Grammar — Exercise 1 (second conditional)

Answer key
1 – had / wouldn't wait
2 – were / would introduce
3 – would you do / refused
4 – would offer / allowed
5 – worked / would be

Listening — Exercise 1 ('Improving Our Hotel')

Answer key
Gist: the consultant reviews the hotel's figures and advises the
First problem: slow check-in at the front desk; solution: add a
Second problem: rooms not ready by three o'clock; solution: h
concern: overtime would cost too much and the budget is tigh
Cheaper idea: a complimentary drink at check-in (a small goo
Idea for repeat guests: a loyalty programme with a free upgra
First step: fix the front desk

Lesson 2

Grammar — Exercise 1 (reported speech)

Answer key
1 – the room was too noisy.
2 – she had already complained twice.
3 – (or whether) she could move them to another room.
4 – to call the manager.
5 – not to charge him for the breakfast.
6 – they would refund the first night.

Vocabulary — Exercise 1 (matching)

Answer key
1–F / 2–D / 3–B / 4–G / 5–H / 6–A / 7–E / 8–C

Reading — Exercise 1 (True/False)

Answer key
1 – False (she had already complained twice to housekeeping
2 – False (the occupancy rate was almost 100 per cent, so no
3 – False (the guest declined and asked to speak to a senior
4 – True
5 – True

Lesson 3
Speaking and Writing exercises in this lesson are freer production. Assess against correct use of the second conditional and reported speech, appropriate complaint-handling vocabulary, and the paragraph structure (topic sentence, supporting sentences with connectors, concluding sentence).

APPENDIX 5.B — AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 8 — "Improving Our Hotel"

MARK: Thanks for meeting me, Elena. I've gone through your figures. Your occupancy rate is healthy, at around eighty per cent, and your amenities are good. The spa and the gym get excellent reviews. But guest satisfaction has dropped.

ELENA: Yes, I've seen that. Several guests told us this month that the front desk was too slow at check-in.
MARK: If I were you, I'd add a second receptionist during the morning rush. It wouldn't cost much, and it would make a real difference.
ELENA: That's possible. The other complaint is about housekeeping. Guests said that their rooms weren't ready by three o'clock.
MARK: What if housekeeping started an hour earlier? You'd probably clear most of the rooms before the afternoon arrivals.
ELENA: We'd have to pay overtime, though, and the budget is tight. We're already planning a refurbishment of the top floors next spring.
MARK: Then I'd suggest a smaller step. What would happen if you offered a complimentary drink at check-in? It would be a small goodwill gesture, and guests would feel welcome even if they had to wait a few minutes.
ELENA: I like that. Some guests have asked for a refund when they waited too long. We usually try to reassure them and apologise for the inconvenience, but it doesn't always work.
MARK: A refund can help, but good service recovery is about more than money. Your staff should try to resolve the problem at the front desk, and escalate it to you only when it's necessary. And someone should always follow up the next day.
ELENA: That makes sense. And if we launched a loyalty programme, repeat guests could get a free upgrade after five stays.
MARK: Exactly. Several guests mentioned that they would stay with you more often if you offered better rewards. Your room rate is competitive, so a programme like that could raise guest satisfaction without changing your prices.
ELENA: So, if you were in my position, what would you do first?
MARK: The front desk. I'd fix that before anything else, because that's where guests form their first impression.

ELENA: Agreed. I'll tell my deputy to arrange extra staff, and I'll ask the housekeeping team whether they can start earlier.
MARK: Good. Let's meet again in a month and see how the figures look.

UNIT 6

APPENDIX 6.A — ANSWER KEYS

Lesson 1

Vocabulary — Exercise 1 (matching)

Answer key
1–B / 2–G / 3–E / 4–J / 5–C / 6–H / 7–D / 8–I / 9–A / 10–F

Vocabulary — Exercise 2 (gap-fill)

Answer key
1 – package tour
2 – optional extra
3 – tour leader
4 – tight schedule
5 – buffer time

Grammar — Exercise 1 (future forms)

Answer key
1 – will be travelling
2 – will have confirmed
3 – will be relaxing
4 – will have completed
5 – will have been working
6 – will be leading

Listening — Exercise 1 ('Planning the Itinerary')

Answer key
Gist: no, the pace is not a problem, because Daria has built bu
Day 1, 11 a.m.: riding in the coach from the airport (the transfer
Day 1, 3 p.m.: walking around the old town with a local guide
By the end of Day 2: they will have taken the train to Yaremch
family restaurant
Day 4, optional extra: a guided mountain hike
Day 4, evening: sitting down to a traditional dinner at a farmh
By the end of the month: Daria will have confirmed every hote

Lesson 2

Grammar — Exercise 1 (first and second conditional)

Answer key
1 – pay / will hold
2 – were / would take out
3 – will receive / cancel
4 – would you do / cancelled
5 – were / would book
6 – arrives / will rearrange

Vocabulary — Exercise 1 (matching)

Answer key
1–C / 2–F / 3–H / 4–B / 5–E / 6–G / 7–A / 8–D

Reading — Exercise 1 (True/False)

Answer key
1 – False (he pays a deposit of 20 per cent; the outstanding b
2 – False (the deposit is non-refundable, so he will get back t
3 – True
4 – True
5 – False (the hike is an optional extra)

Lesson 3

Vocabulary — Exercise 1 (matching)

Answer key
1–F / 2–C / 3–I / 4–G / 5–J / 6–D / 7–A / 8–H / 9–B / 10–E

Vocabulary — Exercise 2 (order)

Answer key
B – C – D – E – H – F – A – G

Grammar — Exercise 1 (future forms and conditionals)

Answer key
1 – will have seen
2 – will be standing
3 – book / will offer
4 – were planning / would choose
5 – confirm / will release

Listening — Exercise 1 ('Carpathian Highlights: A Presentation')

Answer key
Gist: to show travel agents what the tour offers and why their
Length: about ten minutes
On the tables: a handout with the full itinerary
Three main parts: the itinerary, the accommodation, the price
Discount: clients must book before 1 March (ten per cent)
Non-refundable: the deposit

Listening — Exercise 2 (handling questions)

Answer key
1 – A (asking a further question to clarify)
2 – C (evasion)
3 – B (rephrasing the original question)

Lesson 4

Speaking and Writing exercises in this lesson are freer production. Assess against the structure of the presentation (all stages present, clear transitions), accurate use of future forms and conditionals, appropriate vocabulary, and, for the paragraph, the paragraph structure (topic sentence, supporting sentences with connectors, concluding sentence).

APPENDIX 6.B – AUDIOSCRIPTS

The audio recordings for this unit were voiced with AI tools (elevenlabs.io) based on original scripts.

Audioscript 9 — “Planning the Itinerary”

DARIA: Thanks for coming in, Tom. I'd like to walk you through the itinerary for our new package tour, Carpathian Highlights, so you can see how the six days fit together.
TOM: Great. My first question is about the pace. Some of our clients complain about a tight schedule.
DARIA: That won't be a problem. I've built buffer time into every day. Let's start with Day 1. The group will land in Lviv at ten in the morning, and by eleven they will be riding in the coach from the airport. The transfer takes about forty minutes, and the tour leader, Olha, will be waiting in the arrival hall with a sign.
TOM: And the afternoon?
DARIA: By two o'clock they will have checked in and had lunch. At three they will be walking around the old town with a local guide. That walk is the first highlight of the trip.
TOM: What happens on Day 2?
DARIA: Day 2 is a full-day excursion to the mountains. In the morning they will be taking the train to Yaremche, and by the end of the day they will have seen the waterfall and eaten dinner in a family restaurant.
TOM: Is there anything optional?
DARIA: Yes. On Day 4 there is a guided mountain hike, which is an optional extra. Our mountain guide will have been preparing the route for a week by then, so the clients will be walking on a safe, well-marked path.
TOM: And what about the evening of Day 4?
DARIA: They will be sitting down to a traditional dinner at a farmhouse while Olha goes over the plan for the next day.
TOM: How does the trip end?
DARIA: On Day 6, the round trip by coach brings the group back to Lviv, and at six in the evening they will be flying home. By then they will have spent six days exploring western Ukraine, and, I hope, they will have forgotten all about their email.
TOM: That sounds ideal. When will the itinerary be final?
DARIA: By the end of this month I will have confirmed every hotel, and I'll send you the final version by the thirtieth. If a hotel changes its prices, I'll let you know immediately.

TOM: Perfect. By Friday I will have shown the programme to my manager, and then we can decide.

Audioscript 10 — “Carpathian Highlights: A Presentation”

PRESENTER: Good morning, ladies and gentlemen, and thank you for coming. My name is Daria Lysenko, and today I will be presenting our new six-day package tour, Carpathian Highlights. The purpose of this presentation is to show you what the tour offers and why your clients will enjoy it. I'll take about ten minutes of your time, and there is a handout on your tables with the full itinerary, so please take a moment to look at it. I have divided my talk into three main parts: the itinerary, the accommodation, and the price. If you have any questions, I'd be glad to answer them at the end.
PRESENTER: Shall we get down to business? To start with, I'd like to consider the itinerary. On this slide, you can see the route. On the left we have Lviv, where the group will spend the first two nights. On Day 1 at three o'clock, they will be walking around the old town with a local guide, and by the end of Day 2 they will have travelled by train to Yaremche and seen the waterfall. On the right we have the mountains, where a guided hike is available on Day 4 as an optional extra. The programme has no tight schedule, because we have built buffer time into every day.
PRESENTER: Let me turn now to the accommodation. All the hotels are family-run, and each one was chosen for its authenticity. Before the season starts, our tour leader will have inspected every one of them.
PRESENTER: Now I'd like to direct your attention to the price. On this slide, you can see that the package tour costs 890 euros per person, including the transfer, the hotels, and breakfast. A single-room supplement applies. If your clients book before the first of March, they will receive a ten per cent discount. If they cancel more than thirty days before departure, they will get their payment back, except for the deposit, which is non-refundable.

PRESENTER: So, let's recap the main points. We have looked at the itinerary, followed by the accommodation, and finally the price. In conclusion, I would like to emphasise that Carpathian Highlights is relaxed, authentic, and good value. Thank you for listening. Does anyone have any questions?
AGENT: Thank you, that was very clear. What about clients who are not very active?
PRESENTER: Can you clarify exactly what you mean by 'not very active'? Do you mean older clients, or clients with limited mobility?
AGENT: Mainly older clients.
PRESENTER: I see. If you have older clients, I would recommend skipping the hike. The tour still works very well without it, and they would not feel rushed, because of the buffer time.
AGENT: And how much is the optional hike?
PRESENTER: I'm afraid I don't have the exact figure with me at the moment, but I will get back to you by email tomorrow.
AGENT: One last question. If a client paid the deposit today and cancelled in May, what would happen?
PRESENTER: If I understand the question correctly, you would like to know what happens in a specific case. If a client cancelled in May, that would be more than thirty days before a July departure, so they would receive everything back except the deposit.
AGENT: That's clear. Thank you.
PRESENTER: Thank you all for your questions, and for your time.

TEACHER'S NOTES

These notes are for the teacher's use in preparing and delivering the lessons; they are not part of the student-facing material.

UNIT 1

Lesson 1

Materials & sources

Board/slides; vocabulary handout; audioscript for teacher/TTS playback. This unit is targeted at B2.1 and uses fully original content : no source coursebook at Intermediate level matched this analytical, economics-oriented approach.

Vocabulary

This vocabulary set deliberately shifts from operational tourism terms (typical of B1 material) to analytical/economic terms. If students previously met simpler synonyms (e.g. 'money' for revenue, 'busy season' for seasonality), briefly acknowledge the register shift rather than re-teaching from zero.

Grammar

Most B2 students already recognise the passive voice receptively; the challenge here is productive, natural use in extended description. Watch for the common error of overusing the passive even where the active would be more natural in speech — encourage students to reserve it for genuinely agentless or fact-focused statements.

Reading

Questions 5 and 6 are open/inferential by design, appropriate at B2. Accept any answer that correctly references specific text details rather than a single fixed wording.

Listening

This script recycles all 10 Lesson 1 vocabulary items in a natural, connected monologue rather than a checklist — point this out to students as a model of how the vocabulary sounds in fluent, extended speech.

Lesson 2

Materials & sources

Board/slides; vocabulary handout; statistics table (Exercise 1); reading handout. This lesson is inspired by Jacob & Strutt, English for International Tourism: Upper-Intermediate, Unit 4 'Where People Go' (p.24 — working with figures, reporting on the value of tourism) and Unit 3 'Trends in Tourism' (p.18 — note-taking and giving a short presentation from notes). All text, the table, and the tasks are original; nothing is reproduced from the coursebook.

Grammar

Passive + infinitive is a natural extension of Lesson 1's passive voice work, not a new grammar point. Frame it that way to students rather than presenting it as something entirely new to learn from scratch.

Reading

The report deliberately presents a mixed picture (some indicators up, some flat, one fluctuating) rather than uniform growth. This is realistic and also means students must read carefully rather than assume every figure moved in the same direction.

Speaking

Exercise 3 (the briefing) is the most demanding task in the lesson. Give stronger students the full 1 minute and weaker students permission to speak for 30 seconds using their notes from Exercise 2 as a script.

Lesson 3

Materials & sources

- Board/slides; audioscript for teacher/TTS playback; role-card prompts; writing checklist.
- The job interview roleplay (Speaking Exercise 3) is inspired by Jacob & Strutt, English for International Tourism: Upper-Intermediate, Unit 2 'A Career in Tourism' (p.12 — taking part in job interviews, CVs and covering letters). Questions are original, written for this course.

Listening

The interview is built around natural spoken discourse markers ('Honestly, I fell into it', 'It's not always a straight path') that are worth flagging explicitly. B2 listening should increasingly include this kind of authentic hedging and informal structure, not only clean, planned sentences.

Speaking

Exercise 3 works well as a slightly more formal register shift from Exercises 1–2. Remind students that job-interview register (full sentences, no slang) differs from the more casual mingle activity before it.

Writing

This paragraph, together with the Lesson 3 speaking roleplay, can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating). At B2, expect and require more complex sentence structures (subordination, passive voice) than would have been required at B1.

UNIT 2

Lesson 1

Materials & sources

Board/slides; vocabulary handout; audioscript for teacher/TTS playback. This unit is now targeted at B2.1–B2.2 (revised from B1) and remains fully original content.

Grammar

- The main productive error at this level is comma placement (or its absence) for non-defining clauses, and incorrect use of that in a non-defining clause (*'The Dnipro, that flows...'*). Correct this explicitly, since it is a common fossilised error even at B2.
- Whose is often avoided by students in favour of clumsier constructions (e.g. 'the mountain range and its highest peak is...'). Model it clearly in Exercise 1, item 2.

Listening

This script embeds five relative clauses naturally; if students struggle with the detail task, consider a first listen focused purely on identifying how many relative clauses they can catch, before listening again for content.

Lesson 2

Reading

- Every relative clause in this text does genuine descriptive work (it adds information a fluent writer would actually include) rather than being inserted artificially for grammar practice. Use this text, if useful, to discuss how relative clauses function in authentic-style writing versus textbook drills.
- Question 2 of the multiple-choice exercise requires inference (the towns are 'only now' attracting visitors because of 'recent' investment) rather than a directly stated fact — flag this as a model of B2-level inferential reading.

Lesson 3

Materials & sources

Board/slides; vocabulary handout; audioscript for teacher/TTS playback. This lesson is inspired by Jacob & Strutt, English for International Tourism: Upper-Intermediate, Unit 14 'Marketing the Past' (p.88), whose Language Focus is relative clauses and whose professional activities include 'giving a guided tour'. This is a direct grammar-and-theme match; the vocabulary, listening script, and tasks are original, written for this course.

Vocabulary

These are fixed functional phrases rather than single words. Drill them as whole chunks (e.g. 'dates back to the...') rather than analysing them word by word, since that is how they are actually used in real guiding.

Listening

- The audioscript deliberately combines every guiding phrase from this lesson with at least one relative clause in the same sentence, modelling exactly the combination students are asked to produce in the Speaking task that follows.

Speaking & Writing

- If a stronger group finishes early, ask pairs to add one piece of invented 'legend has it that...' content to their guided tour. This is a natural, low-stakes way to practise the phrase productively.

Lesson 4

Speaking & Writing

- Both tasks require productive use of relative clauses under communicative pressure (speaking) and with planning time (writing). Expect more accuracy in the writing task, and treat the speaking task primarily as a fluency activity.

- The 'one strength, one drawback' requirement in both tasks is inspired by Jacob & Strutt, English for International Tourism: Upper-Intermediate, Unit 7 'Promoting a Destination' (p.44 — identifying strengths and weaknesses of a country). Balanced, credible recommendations are a more advanced professional skill than one-sided promotion.
- This paragraph, together with the Lesson 4 speaking roleplay, can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating).

UNIT 3

Lesson 1

Materials & sources

Board/slides; vocabulary handout; audioscript for teacher/TTS playback. This unit is targeted at B2.1 and uses fully original content for the tourism-types theme; the grammar point (gerund vs infinitive) is a classic B2 structure not tied to any single source.

Grammar

Resist the temptation to give students a 'rule' for which verbs take gerund vs infinitive — there isn't a reliable one. Frame this explicitly as a vocabulary-learning task (learn each verb's pattern as part of the verb itself) rather than a grammar rule to apply.

Lesson 2

Grammar

- This is the more genuinely difficult half of the grammar point, since all four verbs are common and the meaning difference is subtle. Drill the example pairs in the table chorally before moving to the controlled practice, and don't rush this section even if it takes longer than planned.

- If a stronger group finishes early, ask them to write one more example sentence per verb, working in the opposite pattern to the one just practised.

Reading

Nearly every sentence in this text contains a gerund or infinitive verb pattern from this unit. Consider a second pass through the text purely to hunt for and label these patterns, once the comprehension questions are done.

Lesson 3

Writing

This paragraph, together with the Lesson 3 speaking tasks, can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating).

UNIT 4

Lesson 1

Materials & sources

Board/slides; vocabulary handout; audioscript for teacher/TTS playback. This unit is targeted at B2.1 and uses fully original content for the vocabulary/reading theme; the grammar point (modals of deduction) is a classic B2 structure.

Grammar

Students at this level often confuse must be (deduction) with must (obligation, from Unit 4's earlier B1 content, if this cohort met it before). Contrast explicitly: 'You must show your passport' (rule) vs 'That must be the gate' (deduction).

Listening

This script runs through three successive theories (technical problem, refuelling, crew delay) before the gate agent's

announcement resolves it. It is good model for the register students should aim for in Speaking Exercise 1 of Lesson 3.

Lesson 2

Grammar

- This is the more genuinely difficult half of the grammar point: modal + have + past participle is structurally more complex than modal + be, and should have (evaluation, not deduction) is a distinct use worth flagging as its own category rather than folding it into the deduction system.
- Watch for the very common error of using the bare past participle without have (*'must caused'*) or of misplacing have (*'must have to be'*). Drill the fixed pattern chorally.

Reading

- The text is structured as a mini-mystery (an initial wrong guess, then the real explanation). Consider asking students to predict the root cause after paragraph 2, before they read on, to build genuine engagement with the deduction language.

Lesson 3

Writing

This report, together with the Lesson 3 speaking task, can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating).

UNIT 5

Lesson 1

Grammar

- Students often form the second conditional with would in both clauses (*If I would be the manager...*). Contrast explicitly with a real possibility: If we have time, we'll visit the spa (first conditional, a real option) versus If we had time, we would

visit the spa (but we don't). The first conditional is recycled in Unit 6.

- Accept both If I were and If I was in speech, but point out that were is expected in formal writing and in advice phrases such as If I were you.

Listening

The script contains several second conditionals (If I were you..., What would happen if you offered..., if you were in my position...) and several instances of reported speech (guests told us..., guests said that..., several guests mentioned that...). After the detail task, ask students to underline the conditionals in the audioscript, then to find the reported statements, this prepares Lesson 2 naturally.

Lesson 2

Grammar

- Backshift is the main difficulty. Stress that it is not always required when the reported fact is still true (She said the room is too noisy is acceptable if the room is still noisy), but that at B2 students should be fluent with the standard backshift pattern first.
- Watch for word order in reported questions (*He asked if could I help*), and for confusion between said and told (*She said me*).

Reading

The text contains both reported speech (told, said, asked whether, reassured that) and second conditionals (If there were a free suite..., if they had a clearer procedure...). Ask students to find one example of each, and to explain why the writer chose it.

Lesson 3

Speaking

In Exercise 2, the 'new partner' format forces genuine reporting, since the second student did not hear the original

role-play. Monitor for backshift and for reporting verbs other than said.

Writing

The model paragraph ends with a concluding sentence of the 'logical conclusion / course of action' type. Invite students to try a different type in their own paragraph (a restatement of the topic sentence, a personal impression, or a question). This paragraph, together with the Lesson 3 speaking tasks, can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating).

UNIT 6

Lesson 1

Grammar

- Students often use the future simple where the future continuous or future perfect is needed (*At three o'clock they will walk around the old town*). Contrast pairs of sentences on the board: 'will visit' (a fact) versus 'will be visiting at noon' (a moment in progress) versus 'will have visited by noon' (already finished).
- Watch for will after by the time and before (*By the time the group will arrive*). Remind students that these time clauses take the present simple. The future perfect continuous is the least frequent of the three; treat it as recognition and light production.

Listening

- The script uses all three future forms in a natural order (what the group is doing, what they will have done, how long the guide will have been preparing). After the detail task, ask students to underline the future forms in the audioscript and say which time phrase triggers each one (at, by, by then).

Lesson 2

Grammar

- Unit 5 introduced the second conditional; this lesson contrasts it with the first. Ask students to explain the difference in likelihood rather than 'real' versus 'unreal' alone: the speaker's attitude decides the form.
- Accept both If I were you and If I was you in speech, but point out that were is standard in advice phrases and in formal writing.

Reading

The email contains six first-conditional and second-conditional sentences and recycles future forms (will have checked, will be waiting). After the comprehension questions, ask students to find one first and one second conditional and to explain why the consultant chose each form.

Lesson 3

Presentation model

- The stages in Exercise 2 follow the Conventional Presentation Model in Oleksandr Khomenko, Effective Business Communication, Unit 2 (greeting and introduction, purpose, timing, handouts, main parts, questions, then presenting the main parts, summarising, and concluding). Students who have used that book will recognise the structure; for others, write the stages on the board before they do Exercise 2.
- The phrases in Exercise 1 are taught as fixed chunks. Practise them chorally with natural pausing between sections, since students at this level often read them in a flat voice.

Listening

Audioscript 10 is a complete model: every stage of the conventional presentation is present, and the question-and-answer session demonstrates three techniques (clarifying, rephrasing, evasion). Replay the Q&A and ask students for alternative phrases for each technique (for example, redirecting a question to the group).

Lesson 4

Speaking

- Allow about three to four minutes per group and a short question session. If the class is large, run two or three presentations in parallel in different corners and rotate the audience.
- The evaluation grid is adapted from the evaluation table in Oleksandr Khomenko, Effective Business Communication, Unit 2 (p. 78), with one row added for accurate use of the unit grammar. Collect the completed grids and use them for brief feedback.

Writing

- The model paragraph ends with a concluding sentence of the 'course of action' type, which suits a persuasive text. Invite students to try a different type (a restatement of the topic, a personal impression, or a question).
- The presentation and the paragraph can serve as this unit's contribution to continuous assessment (up to 50 points toward the semester rating).



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