



UFR\_LTHR

## SYLLABUS & COURSE

**Academic Year: 2022–2023**

### ECUE: ANGLAIS DU TOURISME

**Semestre :** Semestre 1

**Code ECUE :** LV1 4011

**Type :** TD

**Course Duration:** 16h

**Level:** Licence 2

**Faculty:** LTHR

**UE of Attachment:** Langue Étrangère Appliquée au Tourisme

**Code UE:** LV1 401

**Credit:**

**Teacher:** Dr Brindou

**Rang :** Assistant

**Function :** Teacher Researcher

**Email :** [brindou.christmas@usp.edu.ci](mailto:brindou.christmas@usp.edu.ci)

**Website :** [perso.usp.edu.ci/brindou.christmas/accueil](http://perso.usp.edu.ci/brindou.christmas/accueil)

**Mobile :** +225 07 48 36 34 88

#### I-COURSE DESCRIPTION

This course is designed to study specific language functions and communicative needs. Grammar, professional writing and communicative skills are the core study through different sessions. It is composed of contextual texts with grammar points, methodological texts and audio-conversations.

##### a- GENERAL OBJECTIVE

The main purpose of this course is to help students of L 2 in tourism and hospitality to use language with confidence and perform successfully their professional tasks in English.

##### b- SPECIFIC OBJECTIVES

By the end of the tutorials, students should be able to:

- Understand the structural and functional system of English and use it with confidence
- Acquire and perform some vocational or professional skill
- Listen and understand an oral conversation

#### II-COURSE CONTENTS

N° SESSION	CONTENT	DURATION	TUTORIAL
Session I	Unit I: TENSES 1- Present Simple 2- Present Continuous	4H	Tutorial

	3- Comparative / Superlative 4- Adverbs		
Session 2	Unit 2: Modal Verbs, Asking Questions / Tag Questions, the Articles, Predictions and Intentions A- Modal Verbs and Expression of Polite Requests/Offers B- Question: Direct and Indirect Question into Business Communication. C- Tag (Rising or Falling Tone in Conversation) D- The Article (A/An and The) E- Prediction and Intention: We Can Express Future Predictions and Intentions in the Following Ways:	4H	tutorial
Session 3	Unit 3: professional activity I a- Identifying strength and weakness of a country b- promoting an area c- Writing promotional materials /presentation Brochure Language d- Describing an itinerary /preposition of direction	2H	Tutorial
TEST 1	<b>TEST 1</b>	1H	
Session 4	Unit 4: compound nouns, the passive, phrasal verbs used in phone calls and payment procedures a- Compound nouns b- The passive	2H	Tutorial
Session 5	Unit 5: Professional activity 2 A- Translation B- WRITING CURRICULUM VITAE (CV)	2H	
TEST 2	<b>TEST 2</b>	1H	Tutorial

### III-PROGRAMME

Seven sessions are devoted to this course. Each session goes on 2h of duration.

### IV-METHODOLOGY

This course is fully tutorial and it needs to be more practical. It is supported by reading and listening materials such as texts, audio or video.

### V-ASSESSMENT

Class evaluations (40%) and final exam (60%) with possibility of reseat exam

### **UNIT I- TENSES**

## **INTRODUCTION**

Generally, a tense indicates the period or the time when an action takes place. In English, like in any other language, we have different tenses to express ideas in the past, the present and the future.

### **1- THE PRESENT SIMPLE**

- **Structure:** Subject + verb

**NB:** Add S/ES to the verb for the subject pronouns He, She, It.

**Ex:** - They play tennis very well. / I eat rice.

- He reads books. /She goes to market.

- **Uses**

➤ Expressing general truth

**Ex:** -The earth turns around the sun. / Fishes live in waters.

➤ Expressing habitual or repeated actions

**Ex:** - Paul often studies his lessons in the evening.

- Sometimes, we eat chicken on Sundays.

➤ Expressing permanent situations

**Ex:** I go to school. / We live in San-Pedro.

- **Tense markers:** Always, usually, often, sometimes, each, every, once (a day, a week, a month, a year), twice (a day, a week, a month, a year)

### **2- THE PRESENT CONTINUOUS**

- **Structure:** Subject + to be (in simple present) + verb +ing

**Ex:** - Fanta is singing. / Students are going home.

- **Uses**

➤ Expressing things happening or actions taking place while speaking.

**Ex:** we are playing football now.

➤ Expressing temporary actions or situations

**Ex:** Paul is travelling today.

➤ Expressing the near future

**Ex:** I am visiting my parents tonight

- **Tense markers:** Now, at the moment, right now...

**NB:** The present progressive is not used with stative verbs like verbs of perception (to see, to hear, to touch, to taste, to feel, to smell) and modals (can, could, may, must, might etc.).

**Activity I:** Use the simple present or the present progressive where necessary.

- 1) We (to go) to the cinema tonight. How often (you + to go) to the cinema?
- 2) They (to have) a very old house, I (to like, neg) it. I (to hear) they (to have) a new one built.
- 3) Don't disturb Yeo. He (to have) a rest. He (to sleep, neg) well at the moment.
- 4) We must (to go) now. They must (wonder) where we are.
- 5) This man (to look) like a doctor. He even (to wear) the same clothes.
- 6) A new civilization (to be) born. I (to believe) the old one (to die). You (to agree, interrog) with me?
- 7) Usually, John (to cut) the grass on Saturdays afternoons. I (to do) it today because he (to go) to London on the 2.55 train.
- 8) We (to see) them tomorrow. They (to come) by car and (to have) lunch with us.
- 9) We (to have) it earlier today because we (to go) to the theatre.
- 10) We (to have) our meals in the kitchen at the moment because we (to have) the dining-room repainted.

**Activity II:** Translate into English

- 1) Il porte un nouveau chapeau.
- 2) Gardez le sourire.
- 3) Les enfants sont assis sur l'herbe.
- 4) La charité bien ordonnée commence par soi-même.
- 5) Tous les combien se voient-ils ?
- 6) Il est en train d'apprendre ses leçons. Il les apprend toujours à la dernière minute.
- 7) A quoi pensez-vous ?
- 8) Le chômage, qu'en pensez-vous ?
- 9) Savez-vous où se trouve la station de métro la plus proche ? Je ne sais pas. Je vais demander à un agent.
- 10) Ne manquez pas d'aller à Chester quand vous serez en Angleterre.
- 11) Regardez cet avion, il va décoller. A quelle heure leur avion doit-il arriver ?

**3-COMPARATIVES AND SUPERLATIVES**

**a. Comparatives**

- **Equality:** Short and long adjectives: as + adjective + as
- **Inferiority:** Short and long adjectives: less + adjective + than
- **Superiority:** - Short adjectives: adjective +er + than  
- Long adjectives: more + adjective +than

**b. Superlatives**

- **Inferiority:** Short and long adjectives: The + least + adjective
- **Superiority:** - Short adjectives: The + adjective + est  
- Long adjectives: The + most + adjective

**Activity 1:** Find the comparatives and superlatives of the following adjectives and for each adjective, build a sentence with the comparatives and the superlatives.

Adjectives	Comparatives			Superlatives	
	Equality	Inferiority	Superiority	Inferiority	Superiority
Quick					
Good					
Old					
Bad					
Important					
Silly					
Sad					
Urgent					

**Activity 2:** Complete the following sentences with the right form of adjective.

- Jenny said she was ..... at Bill's appearance. He was wearing a blue hat. It was very ..... (surprising/surprised).
- Her children were really ..... in this programme. They say Bill's programmes are always ..... (interested/interesting).
- Bill said he would leave the company, which is really ..... . Indeed, his manager really looks ..... (worried/worrying).
- If the programme stops, my grandmother will certainly be ..... . Of course, the end of a programme is always a little ..... (depressed/depressing).

#### **4-ADVERBS**

##### **a- GENERAL RULES**

- We use an adverb to say an opinion or precise the place, the time, the frequency and the manner something is done.  
Ex: She lives here. (**here** indicates the place she lives)
- We use an adverb to modify the meaning of a verb, an adjective, another adverb or a full sentence.  
Ex: I find this very hard. (**very** modifies the adjective hard)

##### **b -STRUCTURE OF ADVERBS**

- **adjective + ly**  
Ex: slow: slowly / careful: carefully / easy: easily / sensible: sensibly

**NB:** some words ending in "LY" are not adverb.

Ex: friendly (amical) /silly (sot)

##### **c -TYPES OF ADVERBS**

- **Adverbs of manner:** slowly, carefully, rapidly...

They are used generally after the complement or between the subject and the verb.

Ex: - She speaks English fluently.

- She really knows Korhogo.

- **Adverbs of frequency**: never, rarely, seldom sometimes, occasionally, frequently, often, usually, always...

They are used before the verb or between the auxiliary and the verb or after to “Be”.

Ex: - He often visits his parents.

- He has never played tennis.

- He is always hungry.

**NB**: adverbial phrases of frequency like every day, every two days, once a week, twice a month, three times a year are used at beginning or at the end of the sentence.

Ex: - I go to the opera once a year.

- Every day, I take my bath.

- **Adverbs of place**: here, there, inside, outside, downstairs, in the street...

They are generally used at the beginning or at the end of the sentence.

Ex: - We will have a party there.

- Here are the books

- **Adverbs of time**: today, tomorrow, yesterday, ago, next, in three days...

They are generally used at the beginning or at the end of the sentence.

Ex: - Today, we will have a quiz.

- I will go to Abidjan tomorrow.

- **Adverbs of degree**: too, very, more, totally, nearly, enough...

They are used immediately before the adjective or the adverb they modify.

Ex: This artist is very famous in England.

**NB**: “Enough” is only used after the adjective or the adverb.

Ex: He is not rich enough to live in Hollywood.

➤ **Negative adverbs:** hardly, barely, scarcely (à peine, presque pas)

They indicate a negation in the sentence.

Ex: I could hardly see anything.

**Activity 1:** Use correctly the adverbs in brackets.

1. (very much) I like this wine.
2. (only) We know the truth, let's keep it a secret.
3. (well) Did they play the symphony?
4. (even) He had deceived me; I felt I had no friend left.
5. (hardly) He knew what he was saying.
6. (often) He is ill, but (never) he looks ill.
7. (very well) She plays the piano.
8. (rather) I liked the young actress.
9. (very much) I enjoyed spending that day in New York.
10. (slowly) She read the long letter that her son had sent her.
11. (half) I understood what he meant.
12. (yesterday) I bought a new book about Wole Soyinka.
13. (even) He could understand that, though he is only seven.
14. (often) I have told you what I think.  
- Yes, you have.
15. (nearly) I lost my temper.
16. (only) I understand you, nobody else does.
17. He's been to Australia. (too) And to New Zealand. (also) And to Borneo. (as well) And to Ceylon.
18. (often) He's bad-tempered.  
- (often) Yes, he is.
19. (soon) He recovered his self-control.
20. (usually) We go to the pictures on Saturday afternoon.

**Activity 2:** Select the right words.

1. My sister has a (beautiful/beautifully) little girl.
2. She is slight/slightly) younger than Sarah.
3. But, (surprising/surprisingly), she is much smaller.
4. She is normal/normally) a sweet child.
5. Except when she is (angry/angrily).

## UNIT 2: MODAL VERBS, ASKING QUESTIONS/TAG QUESTION, THE ARTICLE, PREDICTIONS AND INTENTIONS

### A- MODAL VERBS AND EXPRESSION OF POLITE REQUESTS/OFFERS

Get started: Look at the examples and complete the information below for rule setting.

- a- Could you spell your surname for me, please?
- b- Would you mind showing me your passport, please?
- c- Do you mind waiting here?

- ❖ Could you +...?
- ❖ Would you mind +...?
- ❖ Do you mind +...?
  - ✓ USE OF MODAL VERBS:
    - We use the modal verb could in polite requests:
      - Could you repeat that, please?
      - Could I see your passport, please?
        - Would/Do you mind + verb + ing? also expresses a polite request.
      - Would you mind closing the door?
      - Do you mind not smoking here?
        - Would you like...? is used to make a polite offer.
      - Would you like to see the wine list?
      - Would you like me to call a taxi?
      - Would you like to visit the seaport?
        - We use can for possible options or simple facts.
      - You can get a train or coach to Agboville from Abidjan.
        - Might is used for recommending especially before the verbs like or want.
      - You might like or want to go to Tai forest for entertainment because the Mount Peko is far from San-Pedro.
        - Can/could are used for recommending thing or making suggestions.
      - You can /could see a lot of art galleries in the National Museum.
      - Can /could you go visiting Grand-bereby this weekend?
        - We use the modal verb should for giving recommendations and advice.
      - You should drink lots of water.
      - You shouldn't carry lots of cash.
        - Should/shouldn't is also used for strong recommendations or advice.
      - Cabin crew should be friendly and good team workers.
      - You shouldn't drink too much tea or coffee on the flight.
        - For strong recommendation, we use the modal verb must/mustn't.
      - You must promote ecotourism.
      - You must include national dishes in your menu.
      - You must protect natural resources.
      - You mustn't walk on the grass.
        - We use Must/mustn't, have to/ can't for strong obligation
      - You must fasten your seatbelt.
      - You mustn't stand up during the take-off or landing.
      - You have to check in two hours before the departure.
      - You can't carry dangerous articles in your luggage.
        - Don't have is used for something that is not necessary.
      - You don't have to check in two hours before departure on domestic flights.

- ✓ Others structures for giving advice and recommendations:
  - It's best + to + infinitive: It's best to visit the region in May or June.
  - It's a good idea + to + infinitive: It's a good idea to call a resort representative for more information.
  - I recommend you + verb: I recommend you visit the Tai forest.
  - Avoid + verb + ing: Avoid carrying harmful items to the airport.
  - Can /could/might

**ACTIVITY:**

1- Complete the dialogue with polite questions:

Receptionist: Can I help you, Sir?

Guest: Yes, I'd like to check in, please.

Receptionist: Certainly, Sir. ....

Guest: It's Van Rooyen.

Receptionist: Ah yes, Mr Van Rooyen. Single room for two nights.

.....

Guest: non-smoking, please.

Receptionist: .....

Guest: Yes, here it is.

Receptionist: thank you. I need to put your details into the computer.

Guest: That's OK. I don't need my passport now so I can leave it with you and come and get it later this evening.

Receptionist: That'll be fine. ....

Guest: Oh, yes please. They're a bit heavy. Thanks.

2- Make strong obligations or recommendations out of these imperative sentences.

- a- Fasten your seatbelt.
- b- Respect the traffic codes.
- c- Don't smoke on the flight.
- d- Take off high-heeled shoes in case of emergencies.
- e- Don't block the emergency exits.
- f- Don't use your mobile phone on flight.

3- Complete the advice about your hostelling with the phrases in the box.

- a- It's.....book your hostels in advance, especially those in cities.
- b- It's.....get hotel membership before your trip.
- c- It's.....carry a lot of cash on you.
- d- We.....you take traveller's cheques with you and keep them in a money belt.
- e- .....taking a sleeping bag. You have to use a sleep-sheet.
- f- You.....take a lot of clothes with you because you won't be able to carry your backpack.

**B- QUESTION: DIRECT AND INDIRECT QUESTION INTO BUSINESS COMMUNICATION.**

I- Direct & indirect questions

- How far is it? (direct)
- Can you tell me how far it is? (indirect)
- How much does it cost?

- Could you tell how much it costs
  - How long does the journey take?
  - Do you how long the journey takes?
- In formal situations it is more polite to ask questions indirectly, especially at the beginning of a conversation. For example, when asking a customer for information, it can be better to use indirect form such as Could you tell me when you were born? Rather than Where were you born?

#### C- TAG (RISING OR FALLING TONE IN CONVERSATION)

- a- A visa is compulsory, isn't it?
- b- You're not leaving until next month, are you?
- c- They haven't confirmed the booking yet, have they?
- d- They won't forget to fax me the details, will they?
- e- Let's have a look at the schedule, shall we?
  - Rising tone means we don't know the answer and we want to know.  
She isn't going, is she? (rising intonation)
  - Falling tone means we are looking for confirmation or agreement.  
She isn't going, is she? (falling intonation)

#### D- THE ARTICLE (a/an and the)

Also called determiners, a/n and they are articles used before nouns.

- a/an are indefinite article. (a before consonant sound/ an before vowel sound)
  - ✓ A traveller, a tour operator, an agency, an actor, an adviser.
    - The is a definite article.
  - ✓ The Alps, the Louvre, the aunt, the seaport, the airport.
  - ✓ The in superlative expression: The biggest influences on tourism have been politics and technology.
  - ✓ The is used when a noun or adjective is used to create a category: the Ivoirians like joking with everyone. So they are hospitable.
    - The neutral or zero article.
- A /The is not usually used before names of villages, towns, streets, cities, counties or continent.
  - She lives in Grand-Bereby.
  - We visited Pont Digboue last year.
  - Europe has closed its borders to illegal immigrants.
    - Note: we used the before names of seas, rivers, groups of islands or mountains, kingdoms, republics, deserts, plural names of countries.
  - The Atlantic Ocean, the Netherlands, the Alps, the Unites States of America, the Nile, the Cavally, the Comoe...,
- There is usually no A/The before: school, college, university, home, work, church, bed, hospital, prison, town.
  - My daughter likes going to school.
  - I think she is at home now.
  - Did you have the baby in hospital?

- Note: we only say A/The before these words when the building is important and not its use.
  - ✚ It was a beautiful church.
  - ✚ The school is very old now.
  - ✚ Is there a prison near here?
- We usually say The before the places we visit in town: The cinema, the theatre, the disco, opera, post office, bank; names of shops – the supermarket, the baker's, the dentist's, the doctor's, hairdresser's, the toilet...
  - ✚ We don't often go to the cinema.
  - ✚ Did you spend more time in disco?
- The is used before musical instrument when we talk about playing or listening to them.
  - I love listening to the piano
  - I am listening to the radio. [but] I am watching television.
    - Note: no article before names of academic subjects, languages, sport, meals.

### ACTIVITY:

- 1- Write the sentences, adding the where necessary.
  - a- Is he still in bed?
  - b- Would you like to cinema tonight?
  - c- We visit him in prison once a month.
  - d- Can I go home?
  - e- I usually go to bank once a week.
  - f- School is almost falling down.
  - g- I do all my shopping at supermarket.
  - h- What time do you finish work?
  - i- I went to hairdresser last week but my hair looks terrible.
  - j- Bed in this room is too small for me.
  - k- I don't usually go to church but my parents do.
  - l- He goes to doctor's regularly – he always thinks he's ill.
  - m- They study catering at college.
  - n- Poor James! He hates being in hospital.
- 2- Complete these sentences wit A/AN, THE or NO ARTICLE.
  - a- She plays...piano beautifully.
  - b- We usually meet once...week.
  - c- I always listen to...radio when I get up.
  - d- Can your classmate play...violin?
  - e- I can cycle 15 miles...hour.
  - f- Do you enjoy learning...English?
  - g- I think you watch...television too often.
  - h- I really enjoy playing...football.
  - i- Did you study...physics at...school?
  - j- Can you speak... Kroumen?
  - k- I take the children swimming twice...week.

- 3- Add, remove or change the article in the sentences to make them correct. Some sentences contain more than one mistake.
- a- Our first lesson after the lunch is the Geography.
  - b- I first played a baseball in USA last summer.
  - c- The Rome is my favourite city in Italy.
  - d- When I leave a university I want to be the resort representative in the San-Pedro.
  - e- I often work at the home while keeping contact with my colleagues at the work.

**E- PREDICTION AND INTENTION: we can express future predictions and intentions in the following ways:**

- ❖ going to + infinitive
  - We use going to for strong predictions based on present evidence.
- ✓ Research says more people are going to book special activity holidays in future.
  - We also use going to for future plan.
- ✓ I'm going to visit Mount Nimba. (I've already planned my visit)
  - When we use going to + go, we often drop the infinitive.
- ✓ A lot of people are going to (go to) Pont Digboue.
  - ❖ Will/won't + infinitive
    - We use will/won't for prediction, with or without present evidence.
- ✓ The Ministry of tourism thinks more tourists will visit San-Pedro this year.
- ✓ Donna thinks his village probably won't be as popular as Sassandra.
  - We also use will/won't for decisions made at the time of speaking.
- ✓ I don't have a favourite resort, but I'll probably go to Monogaga again.
  - ❖ May / might + infinitive
    - We use may or might when we are not sure what will happen.
- ✓ Julia thinks Tabou might be one of the top ten holiday destinations in her district.

**ACTIVITY:**

- I- Write prediction about San-Pedro. Sometimes more than one answer is possible.
- a- Anna thinks transportation in San-Pedro.... (change) since SOTRA has planned its traffic lines.
  - b- The city authorities believe that San-Pedro.....(offer) new opportunities.
  - c- The local communities think the University.....(play) an important role in the development of their district.
  - d- More and more restaurant and hotels.....(be) built in San-Sandro.
  - e- These accommodations and amenities....(attract) more tourists who....invest in the city for more job opportunities.
  - f- The streets in the city.....(present) a new face in a couple of months. You can see engineers and machines and others blue collar workers everywhere. So the

inhabitants of San-Pedro think their city.....(be) among the top ten West-Africa's cities.

g- One thing they really count with is that San-Pedro.....wear new outfits.

### UNIT 3: LISTENING-COMPREHENSION SKILLS

#### a- IDENTIFYING STRENGTH AND WEAKNESS OF COUNTRY

The following table lists some of the positive and negative features of Britain as a tourist destination.

- 1- Does this correspond to what you think Côte d'Ivoire is like?
- 2- Think of the strengths and weaknesses of Côte d'Ivoire as tourist destination and produce a similar table for it.

PRODUCT STRENGTHS	PRODUCT WEAKNESSES
Friendly people	Lack of foreign language skill especially good-quality on-site interpretation in other languages
*Historic cities / pleasant countryside *Attractive coastline *Good shopping facilities *good shopping facilities	*Litter and pollution, particularly in London and on some polluted beaches.
*Many types of accommodation *Good network of Tourist Information Centres	*Limited supply of modern budget accommodation in urban areas and on transit routes *Limited booking services for some types of accommodation (e.g. self-catering and farmhouses)
*Channel Tunnel *Toll-free motorways *Widespread availability to lead-free petrol	*Insufficient investment in connecting road / rail transport links *High rail / tube fares *Perceived difficulty of driving on the left
*Wide variety of good cuisine	*Perceived high costs *Perceived low quality by some visitors
Good choice of language schools	Variable standards
*High standards of health and hygiene *Free press / media Politically stable	*Poverty and violence in a number of inner cities
Attraction of the Royal Family / historical traditional / ceremonies	

#### b- PROMOTING AN AREA

The answers of the following questions must show some popular aspects of tourism in Côte d'Ivoire. Work in group and discuss these questions.

- 1- Why do people come to your country?
- 2- What do they do when they are there?
- 3- Is it the perfect place to come to or are there some disadvantages?
- 4- Why do you think people wants to visit San Pedro?
- 5- What do you think are the negative aspects of San Pedro?

#### c- WRITING PROMOTIONAL MATERIAL / PRESENTATION

## BROCHURE LANGUAGE

The brochure is probably one of the most important documents used in the promotion of a destination. Brochures use very descriptive language to make holiday destinations sound attractive. Read this description of Salou in Spain and pay particular attention to the highlighted words.

Salou has *all* the ingredients for a *perfect* seaside holiday. Its *major* attraction is a *long, wide* beach of *soft, gently-shelving* sands, backed by a *fine, tree-lined* promenade. East of the beach you will find *uncrowded* streets alongside a *picturesque* coastline with *pretty* wooded area and several smaller bays.

West of Salou is the *attractive* fishing village of Cambrils. With its *marvellous* beach, *idyllic* harbour and many *magnificent* seafood restaurants it is a resort in its own right. But wherever you stay in the Salou area you'll have access to *a whole host of* pleasures: *superb* bathing, *every kind of* watersport and, by night, *plenty of* excitement in *countless* bars and discos. Another *impressive* attraction is the *truly amazing* Aquapark at La Pineda, a *short* bus ride from Salou itself.

## DESCRIPTIVE ADJECTIVES

Each of the groups of three adjectives below can be used to describe one of the nouns in the box.

- 1- Match each noun with a set of adjectives.
- 2- Can you add an appropriate adjective to each set? Use the dictionary to

beach	village	hills	mountains
hotels	views	city	atmosphere

- |            |                |            |           |               |
|------------|----------------|------------|-----------|---------------|
| 1-rolling  | 2-low-rise     | 3-quaint   | 4-relaxed | 5-spectacular |
| Gentle     | spacious       | old-world  | carefree  | soaring       |
| Undulating | well-appointed | charming   | welcoming | majestic      |
| 6-unspoilt | 7-ruined       | 8-secluded |           |               |
| Striking   | medieval       | safe       |           |               |
| Panoramic  | bustling       | uncrowded  |           |               |

## d- DESCRIBING AN ITINERARY / PREPOSITION OF DIRECTION

### GIVING DIRECTIONS AND PREPOSITIONS OF MOVEMENT

Which of the following are spoken by someone giving direction?

- 1- The best way to go is ...
- 2- How do you get to ...?
- 3- Do you want the most direct route?
- 4- If you turn left here, ...
- 5- I'm trying to get to the station.
- 6- What you need to do is ...

## UNIT 4: COMPOUND NOUNS, THE PASSIVE, PHRASAL VERBS USED IN PHONE CALLS AND PAYMENT PROCEDURES

### A- COMPOUND NOUNS

### ACTIVITY 1: Compound nouns

In English we can use nouns as adjectives. For example:

**Water sports    adventure holiday    caravan park**

The first word functions as the adjectives and answers the question What kind of?

The relationship between the two nouns can be of many kinds, including:

Place	<b>mountain slopes, city centre</b>
Time	<b>summer holiday, weekend break</b>
Function	<b>golf course, swimming pool</b>
Material	<b>paper bag, iron bridge</b>

Sometimes three or more words are combined:

<b>Tourist information Centre</b>	air traffic control
<b>Business travel expenditure</b>	winter sports
holiday premium	

#### Apostrophe “ ’s ”

The ‘s or s’ can be used in expressions of time with numbers:

An hour’s drive from	a month’s holiday
The airport	in Hungary
two days’ journey	five minutes’ walk

BUT in expressions beginning with a, the, or a possessive and followed by a number, the first noun is singular. For example:

The tour includes a two-day expedition to the caves.

His thirty- mile hike over the mountains left him exhausted.

#### Practice

##### 1- Match the nouns in A and B

A	B
Theme	city
Hotel	book
boat	Sports
incentive	resort
guide	travel
water	trip
capital	accommodation
health	park

2- Work in groups. How many compound nouns can you make using the word holiday?

For example,

Holiday accommodation                      package holiday

3-Rewrite these sentences without changing the meaning. For example:

It takes the minutes to walk from the hotel to the beach

It’s a five- minute walk from the hotel to the beach

A specialist lecturer accompanies each cruise which lasts seventeen days

A specialist lecturer accompanies the each seventeen-day cruise

a- It takes two hours to drive to the airport.

b-The journey to the centre of London takes forty-five minutes.

c-The excursion includes a meal with the three courses at a gourmet restaurant.

- d-You can visit the vineyard, which extends over two hundred hectares.
- e-We stayed in a hotel with three stars.
- f-From Santiago to San Francisco there's freeway with four lanes.
- g. A guide accompanies all tours scheduled for five days.
- h. They have produced a film, which lasts twenty minutes, on the Ammassalik, region of East Greenland.
- i-Their expedition, which took six months, nearly met with disaster.

## **B- THE PASSIVE**

### **ACTIVITY II: The passive**

**Read these groups of sentences and decide which are in the active and which are in the passive**

- a-We've been approached by Sky Air.
- b- Sky Air has approached us.
- c-I'm told by the marketing people that we'll probably be working on load factors of about 80 per cent.
- d-The marketing people tell me that we will probably be working on load factors about 80 per cent.
- e-The brochures should be sent to the travel agents in October.
- f. They should be sent the brochures to the travel agents in October.
- g. All expenses must be authorised in advance.
- h. You must get authorisation for all expenses in advance.
- i-The managing director was given the information.
- j. The information is given to the managing director.
- k- He gave the managing director the information
- l- It was stipulated that the agreement would allow for increases in the cost of aviation fuel.
- m- Sky Air stipulated that the agreement would allow for increases in the cost aviation fuel.
- n. It is said that an influx of tourists will destroy the plant life.
- o- Environmentalists say that an influx of tourists will destroy the plant life.
- p- She was paid €2,000
- q-The tour operators paid her €2,000.

### **2-Answer these questions.**

- a- When do we use the passive rather than the active voice?
- b-How is it formed?

### **3-Match the following statements about the passive to the examples in 1 above.**

- a- Sometimes it is appropriate to say who carried out the action.
- b- Modal forms can be used?
- c-Verbs with two objects can be made passive in two ways.
- d-Passive constructions beginning with it are used to make a statement more formal or impersonal.

### **Practice**

Complete this letter to Mrs Marineli by expanding the following notes.  
Dear Mrs Marinell,

This is to confirm our recent discussions. At the meeting/hold/25 January/it/ agree that.

1 500 rooms with sea view/ make available/Grand Canyon hotel/ 30 March- 25 November/weekly basis.

2 We, Global Tours, /require/ inform the hotelier/ 4 weeks advance/ If we wish our allocation/ cancel. The account settle/ 1 month after close/ of the holiday period i.e; by or before 25 December.

3 All payments/ make/ US€. The rates for this year/ fix/ advance/ €1= 1650 lire.

4 It bring/ attention/ tour information/ not display/ last year. Therefore suitable space/ must provide/ for our company leaflets and notices/ display.

We trust we are in agreement on all these points. I remain/ disposal/ raise/ further points.

It has also come notice/ your copy of contract/ never return. / I grateful/ complete/ without delay/ return to our Head Office.

It note/ this agreement/ valid/ 2 years. / 6 months' notice/ require in writing/ in order it/ terminate.

Yours sincerely,

**UNIT 5: PROFESSIONAL ACTIVITY I: TRANSLATION**

## **A- TRANSLATION**

### **ACTIVITY 1: Translation**

This session includes two assignments. The first is about translation and the second about matching

#### **ACTIVITY 1: Translation**

##### **Text 1**

A degree of luxury is included at this level. Public areas and bedrooms are more spacious with quality furnishings and décor and satellite TV. Then suite bathrooms are fully equipped. A variety of services is provided, such as porter service, 24-hour room service, laundry are dry-cleaning. Staff will have very good technical and social skills, anticipating and responding to guest's needs.

##### **Text 2**

Hotels in this category provide luxury and exceptional comfort. The restaurant has a high level of technical skill, producing dishes to the highest international standards. Staff are well trained in customer care and are especially attentive, efficient and courteous.

##### **Text 3**

Hotels in this category offer practical accommodation and are probably small with a family atmosphere. Facilities and meal are simple. Some bedrooms do not have a complete and suite bath or shower room, although maintenance, cleanliness and comfort need to be of an acceptable standard.

##### **Text 4**

In this classification hotels are typically small to medium sized and offer more extensive facilities than at one-star level. Guests can find more comfortable and

well-equipped accommodation, usually with a complete and suite bath/ shower room and colour TV. Hotel staff will offer a more professional service than at the one-star level.

### **Text 5**

Hotels are usually larger and provide a greater quality and range of facilities than at the lower levels. All bedrooms have a complete and suite bath/shower room and offer a better standard of comfort and equipment, such as a direct-dial telephone, a hairdryer and toiletries in the bathroom. Room service is also provided and staff respond well to guests' needs.

### **b- Matching**

Match the hotel description above to their star ratings: One star, two-star, three-star, star four; star five star. For example, one star= text 3

Writing 15 Work in pairs or small groups. You receive a fax asking about your hotel's conference facilities. Write a reply and include the following information. Use the fax on page 111 to help you.

Floor plan for the conference rooms

Number, size and capacity of conference rooms

Support services and equipment available

### **B- WRITING CURRICULUM VITAE (CV)**

### **ACTIVITY II: Writing**

<b>Curriculum Vitae (CV)</b>
------------------------------

**1** Use wide margins and leave lots of white space. It makes your CV easier to read.

**2** Use a clear, easy-to-read typeface. Don't use italics or a small type size. Be consistent with the typefaces you use.

**3** Make the section headings clear and leave a space between sections.

**4** Separate each part of your work experience and education clearly.

**5** Don't assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name

**6** Don't exaggerate your talents but don't underestimate them either. Remember to sell yourself by using positive adjectives.

**7** Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else to check it for you?

### **Curriculum Vitae**

Carla Hennessy

Personal details

131 Nelson Court, London W16, UK

Telephone: +44 (0) 20 7946 0002

Email: clhennessy@mhp.uk

Date of birth: 13/3/1982

Place of birth: Hammersmith, London

Nationality: British

### **Objective**

To obtain a full-time position as waiter on a cruise liner that offers experience in a high standard of customer care.

### **Education and qualifications**

1998: GNVQ Leisure and Tourism Diploma, Acton Tertiary College, London.

1996: 4 GCSEs- English, French, math and biology, Acton Comprehensive School.

### **Employment history**

1999 to present date: cocktail waiter, Magpie Hotel, Ealing, London.

1998: aerobics instructor, Acton Vale Youth Club, London.

1996 to 1998: Shoe shop assistant (Saturdays only), Beta Shoes, Ealing, London.

### **Additional information**

Active member of an amateur theatre group. Excellent computing skills.

### **References**

Available on request.

### **Heading**

Begin your CV with personal details including your name, address, telephone, email address and date of birth. Some people also include their place of birth, nationality and identity number.

Your CV can also include an **objective**, describing the type of work you are hoping to do

### **Body**

The middle section of CV gives details of your work experience and education. List your training, qualifications and work experience in reverse chronological order.

It's difficult to know what to write early in your career. If you don't have a lot of work experience, concentrate on your relevant free-time activities or unpaid experience.

### **Conclusion**

End with other relevant information and your references. For example your special skills, free-time activities, any experience in voluntary organisations or participation in sports.

Offer references, although it is optional to give names and addresses. People often write references available on request.

## **BIBLIOGRAPHY**

BERLAND-DELEPINE S., *La grammaire anglaise de l'étudiant*, Paris, Ophrys, 1974.

DUBICKA, Iwonna & Margaret O'Keeffe, *English for International Tourism*. Harlow: Person Education limited, 2003

GERARD, Hardin et al, *Conjugaison anglaise*, 2010.

HARRAP'S NEW SHORTER, *Dictionnaire Anglais Français /Français Anglais*, London, Paris, Stuttgart 1983.

- HORNBY A.S., *Oxford Advanced Learner's Dictionary of Current English*, London, Oxford University Press. Revised Third Edition.
- JACOB, Miriam & Peter Strutt, *English for International Tourism*. Harlow: Person Education Limited, 2007 [1997]
- LALLEMENT-DERELLE, Brigitte, PIERRET-L Nathalie, *Bled anglais*, Paris, Hachette, 2012.
- LEECHS, Vartik, *A Communicative Grammar of English*, London, LONGMAN.
- REY J., *Le mot et l'idée, Anglais*, Paris, Ophrys, 1972.
- ROCHETEAU, Michel, *Vrais et faux amis en anglais*, Paris, Pocket, 2009.
- SCHATZ, S. Mary, *Grammar Rules! For Students, Parent, & Teachers: A straighten approach to Basic English Grammar and Writing Skills*.
- SEATON, Anne & Y. H. Mew, *Basic English Grammar*. Watson: Saddleback Educational Publishing, 2007
- WALKER, Elaine & Steve Elsworth, *Grammar Practice for Pre-Intermediate Students*. Harlow: Person Education, 2000
- WALKER, Robin & Keith Harding, *Oxford English for careers: Tourism 2* (Student's book