



Univerzitet u Novom Sadu | Prirodno-matematički fakultet u Novom Sadu
DEPARTMAN ZA GEOGRAFIJU, TURIZAM I HOTELIJERSTVO

Dr Dragana Vuković Vojnović

ENGLISH FOR TOURISM AND HOSPITALITY 1

Novi Sad, 2026.

Univerzitet u Novom Sadu | Prirodno-matematički fakultet
DEPARTMAN ZA GEOGRAFIJU, TURIZAM I HOTELIJERSTVO

Dr Dragana Vuković Vojnović

ENGLISH FOR TOURISM AND HOSPITALITY 1

ISBN 978-86-7031-736-9

Glavni i odgovorni urednik (PMF)

Dr Srđan Rončević, dekan

Glavni i odgovorni urednik (DGTH)

Dr Lazar Lazić, direktor

Uredništvo

Dr Aleksandra Dragin

Dr Milena Nedeljković Knežević

Dr Mladen Jovanović

Recenzenti

Dr Ljiljana Knežević, PMF, Novi Sad

Dr Vesna Bulatović, FTN, Novi Sad

Izdavač

PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad

Trg Dositeja Obradovića 3, tel: 021/450-104

www.dgt.uns.ac.rs

Na osnovu člana 7. Pravilnika o izdavačkoj delatnosti PMF-a u Novom Sadu i Odlukom broj 0602-07-237/26-6 Naučno-nastavnog veća Prirodno-matematičkog fakulteta održanoj 11.06.2026. odobreno je štampanje i upotreba rukopisa kao univerzitetskog udžbenika.

CIP - Каталогизација у публикацији
Библиотека Матице српске, Нови Сад

811.111(075.8)

VUKOVIĆ Vojnović, Dragana, 1970-

English for Tourism and Hospitality [Elektronski izvor]. 1 / Dragana Vuković Vojnović. - Novi Sad : Prirodno-matematički fakultet, 2026

Dostupno i na: <https://www.dgt.uns.ac.rs/udzbenici/>. - Zapis zasnovan na stanju na dan 22.06.2026. - Nasl. sa naslovnog ekrana. - Bibliografija.

ISBN 978-86-7031-736-9

a) Енглески језик - Стручна терминологија - Туризмологија

COBISS.SR-ID 196322569

Sadržaj | Contents

Predgovor	1
Part One.....	3
English for Tourism and Hospitality – Lower Intermediate (A2).....	3
A2 Course Overview	4
Topics	4
Grammar	4
MODULE 1	5
CAREER IN TOURISM	5
Part A. Discussing jobs in tourism.....	5
Part B. A Travel Consultant.....	10
Part C. Focus on Grammar. Present Simple, Present Continuous, Present Perfect, Past Simple, Future Simple.....	11
Revision of Tenses – Summary Table	12
MODULE 2	14
PROJECT WORK.....	14
Part A. Individual Task - Video CV.	15
Video CV – Structure and Useful Expressions.....	16
Part B. Group/Individual Task.....	18
Presentation Structure – How to organize your slides?	20
Criteria for Assessment.....	22
MODULE 3	23
HOTEL FACILITIES AND SERVICES.....	23
Part A. Tourism-Based Vocabulary.....	23
Part B. Travelling for Business or Pleasure?	29
Part C. Focus on Grammar. Recommendations and Safety Advice.	34
MODULE 4	40
TOURISM IN THE GLOBAL VILLAGE	40
Part A. Visiting Tokyo.....	40
Part B. Visiting Wawel Hill, Poland.....	42
Part C. Focus on Grammar. Passive Forms - Present Simple and Past Simple.	44
Prepositions for Time and Dates.....	46
MODULE 5	48
THE GREAT OUTDOORS	48
Part A. Unique Regions and Landscapes.....	48
Part B. Development Plans.....	51
Short Presentation – Useful Expressions and Structure.....	52
Part C. Focus on Grammar. Expressing Future.	53

APPENDIX 1	56
Revision 1	56
APPENDIX 2	59
Revision 2	59
APPENDIX 3	61
Grammar Review (A2)	61
Tenses - Quick Guide.....	61
Passive Voice - Quick Guide.	61
Talking About the Future.....	62
Politeness in Tourism & Hospitality.....	62
APPENDIX 4	64
Final Test for Part One (A2)	64
Part Two	67
English for Tourism and Hospitality – Intermediate (B1)	67
B1 Overview	68
Topics	68
Grammar	68
MODULE 1	69
TOURISM AND TRAVEL	69
Part A. Tourism Terminology.....	69
Part B. Types of Tourism.....	72
Part C. Focus on Grammar. Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.....	73
MODULE 2	78
PROJECT WORK	78
Part A. Vocabulary for Holiday Planning.....	78
Part B. Group Task – Planning a Three-Day Trip.	80
Part C. Individual task – Video Reflection (Video 2-3 minutes).....	82
MODULE 3	83
SHARING TRAVEL EXPERIENCES	83
Part A. Travel Writing Today – What’s Changing?	83
Part B. Talking About Past Experiences.....	86
Part C. Focus on Grammar. Past Tenses Made Simple.	88
Part D. British and American English.....	90
Part E. Focus on Grammar. The Use of Articles.	94
MODULE 4	99
DISCUSSING CULTURAL HERITAGE	99
Part A. Cultural Heritage Promotion.	99
Part B. Promoting Culture Through Food.....	102

Part C. Heritage Festivals.	107
Part D. Speaking Exam Task. Presenting a Heritage Festival.	109
Criteria for Assessment	110
Part E. Focus on Grammar. Passive Voice.	111
MODULE 5	114
ENHANCED TOURISM PROMOTION	114
Part A. Exploring Open-air Museums.	114
Part B. Word Formation. Derivation.....	119
Part C. Talking About Preferences.	124
APPENDIX 1	127
Revision of Tenses (B1)	127
APPENDIX 2	131
Revision of Word Formation	131
APPENDIX 3	134
Final Test for Part Two (B1)	134
APPENDIX 4	139
IRREGULAR VERBS LISTS	139
References	144
GLOSSARY OF TERMS	147

Predgovor

Univerzitetski udžbenik *English for Tourism and Hospitality 1*, nastao je kao rezultat dugogodišnjeg rada sa studentima turizma i ugostiteljstva, kao i saradnje sa kolegama koji predaju stručne predmete. Osmišljen je tako da pomogne studentima osnovnih studija na modulu turizam i srodnim usmerenjima da razvijaju i usavrše znanje i praktične veštine engleskog jezika za potrebe akademskih studija i buduće profesije. Njegova primarna svrha je da studentima pruži solidnu osnovu iz engleskog jezika za posebne namene, fokusirajući se na stručne sadržaje i stvarne komunikacijske situacije koje se obično susreću u profesijama vezanim za turizam i ugostiteljstvo. Udžbenik kombinuje razvoj jezičkih i 'mekih veština' u savremenom profesionalnom kontekstu, što pomaže izgradnju samopouzdanja i samostalnosti kod studenata, ali i veštine timskog rada. Pažljivo odabrani materijali pored individualnog rada podstiču i timski rad i razvijaju digitalne i interkulturene kompetencije kod studenata.

Udžbenik je podeljen u dve glavne celine – prva je namenjena razvoju jezičkih veština na nižem srednjem nivou (A2), a druga se nadovezuje i razvija veštine na srednjem nivou (B1), u skladu sa Zajedničkim evropskim referentnim okvirom za jezike (*CEFR*). Prvi deo fokusira se na osnovni i nešto kompleksniji stručni vokabular skladu sa nižim srednjim nivoom stručnog jezika, gramatiku, komunikacijske i kolaborativne veštine neophodne za svakodnevnu profesionalnu interakciju. Drugi deo proširuje ove veštine kroz složenije tekstove, zadatke, širi vokabular, gramatiku i projektne aktivnosti koje podstiču kritičko razmišljanje i samostalnu upotrebu jezika.

Svaki deo posebno je podeljen na pažljivo strukturirane tematske module. Svaki modul počinje pregledom ishoda učenja i komunikativnih ciljeva, nakon čega slede pažljivo organizovani delovi koji uvode vokabular specifičan za određenu stručnu temu, funkcionalni jezik i gramatiku u relevantnom kontekstu turističke struke. Razvoj veština je integrisan u celini, sa stručnim tekstovima, praćenim adekvatnim audio i video sadržajima koji služe kao osnova za razvoj veština govora, pisanja i razumevanja na stručnom engleskog jeziku. Gramatika i jezičke strukture se dalje učvršćuju kroz fokusirana vežbanja i zadatke za ponavljanje, obezbeđujući konsolidaciju i napredovanje. Prvi deo naglašava osnovnu upotrebu jezika u bazičnim profesionalnim situacijama, dok drugi deo uvodi složenije tekstove, proširuje vokabular i ima projektne zadatke koji podstiču veću autonomiju, kritičko razmišljanje i profesionalno samopouzdanje.

Posebnost ovog udžbenika je njegov snažan fokus na učenje zasnovano na zadacima i projektno orijentisano sa ciljem podsticanja veće autonomije, kritičkog razmišljanja i profesionalnog samopouzdanja kod studenata. Neguje se aktivno angažovanje kroz igranje uloga, diskusije, scenarije zasnovane na slučajevima iz oblasti turizma i ugostiteljstva. Kroz izradu zadataka tokom semestra koji uključuju pisane zadatke, usmene prezentacije i kratka video izlaganja, uz upotrebu digitalnih alata, simuliraju se autentične situacije na radnom mestu i pomaže studentima da razviju životne veštine kao što su timski rad, rešavanje problema, samoprezentacija i refleksivno učenje, kao i profesionalna svest za lični razvoj i postizanje uspeha u dinamičnoj turističkoj profesiji u globalnom okruženju.

Dr Dragana Vuković Vojnović, autor

Part One

English for Tourism and Hospitality – Lower Intermediate (A2)

A2 Course Overview

Topics

Module 1: Jobs in tourism; Personal qualities and duties; Describing and reflecting on jobs and career in tourism.

Module 2: Self-presentation in the context of future profession; Preparing for a job interview; Preparing a video CV.

Module 3: Describing hotel facilities and services; Describing the amenities around the hotel; Checking in new guests in the hotel; Asking questions politely; Giving advice to tourists. Handling complaints and life situations.

Module 4: Talking about travel destinations and landmarks; Discussing traditional holidays; Recommending activities to tourists.

Module 5: Describing unique geographical features of a region; Talking about tourism development plans.

Grammar

Module 1: Present Simple/ Present Continuous/ Present Perfect/ Past Simple/ Future Simple.

Module 2: Implementing tenses for job interview and video CV.

Module 3: Modals and polite expressions for asking questions and giving advice to tourists.

Module 4: Present Simple Passive/ Past Simple Passive; Prepositions for time.

Module 5: Future Simple; Be going to; Present Continuous for future; Present Simple for future.

MODULE 1

CAREER IN TOURISM

Overview

After completing Module 1, you will be able to:

- talk about different jobs in tourism, personal qualities and duties.
- write a short paragraph describing and reflecting on a job.
- use the active form of five tenses (*Present Simple, Present Continuous, Present Perfect, Past Simple and Future Simple*) appropriately.

Part A. Discussing jobs in tourism.

Lead-in. You have chosen to study tourism-related courses at the university level. Think about the personal qualities and skills needed to become successful in this career?

Complete the table below with your ideas.

Category	Example
Job-related skills	
Job-related qualities	

Vocabulary. Look at the adjectives in the box and answer the question.

- Which qualities would be (un)helpful for tourism professionals?

<i>ambitious</i>	<i>clever</i>	<i>disorganized</i>	<i>efficient</i>	<i>helpless</i>
<i>honest</i>	<i>lazy</i>	<i>motivated</i>	<i>sensible</i>	<i>sensitive</i>
<i>thoughtful</i>	<i>timid</i>	<i>trustworthy</i>	<i>well-informed</i>	<i>well-organized</i>

Video. Watch the video 'Tourism – Your Gateway to a Global Career'¹ and find out about the tourism profession. As you listen complete the table below.

Person	Qualities/Interests	Job position and job-related activities
Mary		
John		
Angela		

Reading. Working in tourism. In the texts below, you will read the descriptions of two different jobs in tourism and hospitality industry. While you read, focus on the different qualities and skills needed for each job.

Maya, 27, Destination Marketing Officer at ‘Visit Barcelona’

I work as a destination marketing officer for the official tourism board of Barcelona. My job is to promote the city as an attractive and sustainable travel destination. I create online content, manage social media campaigns, and work with travel bloggers and tour operators from different countries. I also analyse tourism trends to understand what visitors are looking for and how to avoid overcrowding in popular areas. I enjoy my job because it combines creativity, communication, and intercultural exchange. It is rewarding to help visitors discover not only famous landmarks but also lesser-known neighbourhoods and local traditions.

Liam, 32, Wildlife Safari Guide in Kenya

I am a wildlife safari guide working in a national park in Kenya. My main responsibility is to guide small groups of tourists on safari tours and help them observe animals safely and respectfully in their natural habitat. I usually explain animal behaviour, local ecosystems, and conservation efforts. Before each tour, I check the equipment, plan the route, and make sure guests understand safety rules. I love my job because it allows me to work outdoors and raise awareness about environmental protection. Every day is different, and no two safaris are ever the same.

¹ Made by the author using invideo.io platform.

Speaking – discussion.

- How is Maya's job different from jobs that involve direct contact with tourists?
- What are Liam's main duties and responsibilities as a safari guide?
- Which job do you find more interesting or attractive? Give reasons.

Notice the vocabulary: *sustainable tourism, lesser-known destinations, overcrowding, intercultural communication, conservation efforts, tourism trends, visitor experience*

Vocabulary. Complete the gaps with the adjectives from the box.

<i>communicative</i>	<i>computer-literate</i>	<i>confident</i>	<i>considerate</i>	<i>courteous</i>
<i>knowledgeable</i>	<i>mathematically competent</i>		<i>motivated</i>	<i>punctual</i>
<i>out-going</i>	<i>well-organised</i>			

1. wanting to be successful *ambitious*, _____
2. being able to use IT: *computer-literate*
3. being sure of your abilities: *self-assured*, _____
4. taking care of other people's feelings and well-being: *caring*, _____
5. doing something within the plan, time, and budget: *efficient*, _____
6. knowing facts, having information about things: *well-informed*, _____
7. being good with numbers and calculations: *numerate*, _____
8. being nice to people: *polite*, _____
9. doing something on time, e.g., coming to work on time: _____
10. when you like being with people: *sociable*, _____
11. easily talking to others: *talkative*, _____

Speaking. Think about other jobs in tourism. Can you name them? Choose two to talk about and discuss further with your colleagues. First think about it individually and then discuss your choices with your partner.

Compare two jobs of your own choice.

Talk about:

- main responsibilities,
- required skills and personal qualities,
- advantages and challenges of each job.

Follow-up questions:

- Which job would be more stressful? Why?
- Which job offers better long-term career opportunities?

If you need extra help with the vocabulary, check out the following online dictionaries and glossaries:

- Cambridge Dictionary - <https://dictionary.cambridge.org/dictionary/>
- Oxford Collocation Dictionary - <https://m.freecollocation.com/>
- Oxford Learner's Dictionary - <https://www.oxfordlearnersdictionaries.com/>
- UN Tourism Glossary <https://www.untourism.int/glossary-tourism-terms>

Listening². Listen to the short extracts and identify different jobs and situations in tourism. Note down key words for each situation.

1. _____
2. _____
3. _____
4. _____
5. _____

² Short extracts from *Let's Learn English the Simple Way* <https://www.youtube.com/shorts/Kzxy4hhYbhE>.

Vocabulary. Match the jobs with the explanations below.

Cabin Crew Member/ Flight Attendant (Am.)	Concierge
Destination Manager	Event Tourism Coordinator
Head Chef / Executive Chef	Museum Curator
Park Ranger / Wildlife Warden	Purser / Cabin Manager (Am.)
Receptionist / Front Desk Agent (Am.)	Resort Manager
Restaurant Manager / Maître d'	Tour Guide
Tour Leader	Waiter / Server (Am.)
Travel Agent/Travel Consultant/Travel Advisor (Am.)	

- 1 _____ works on a ship or aircraft; is responsible for managing money and passengers' well-being.
- 2 _____ brings food and drink orders to people in a restaurant or a café.
- 3 _____ shows tourists around places of interest and talks about them.
- 4 _____ organizes work at a holiday resort and manages staff.
- 5 _____ greets guests at the restaurant, deals with complaints, manages staff in the dining area.
- 6 _____ sells holiday packages to customers.
- 7 _____ looks after a game park or a zoo.
- 8 _____ deals with guests' luggage, makes travel arrangements, reserves concert or theatre tickets.
- 9 _____ is a professional cook who also manages work in the kitchen as the main cook.
- 10 _____ organizes and manages work in a museum or an art gallery.
- 11 _____ takes care of a group of people travelling together.
- 12 _____ deals with people arriving at a hotel and allocates rooms.
- 13 _____ looks after passengers on a plane.
- 14 _____ develops and promotes a tourist destination, coordinates local tourism services, and works to ensure sustainable tourism development.
- 15 _____ plans and manages tourism-related events such as festivals, conferences, and cultural celebrations, coordinating logistics, venues, and visitors' services.

Follow-up: Are you familiar with all the words in the definitions? If you are unsure about the meaning of some words, look them up in the recommended dictionaries.

Part B. A Travel Consultant.

Video. In the video you will learn about the travel consultant job. While you watch, try to note down some key aspects of the job. Here are some questions to help you:

1. What does a travel consultant do?
2. What is important to learn and know about the job?
3. What skills are important?

Now watch the video again and note down some more information about the following:

4. What is familiarization and why is it important? Describe the experience.
5. What is the difference between the wholesale and retail?
6. Do you find this job attractive? Write two sentences explaining your choice.

Vocabulary. Write down 6 - 10 words you found important for understanding the video and write important information about each word like in the table below. Use the recommended dictionaries or additional resources (list the sources in your answer).

Word	Part of speech ³	Definition / explanation with example	Translation
brochure	noun	<i>a booklet</i> giving information about something, e.g. a travel brochure	brošura
explore	verb	<i>travel around an unfamiliar area</i> to find interesting things; e.g. We explored Venice on foot. <i>discuss, examine</i> ; e.g. We explored the options for summer holiday.	istraživati; istražiti; ispitivati

³ Commonly listed parts of speech or word classes in English are *nouns* (n.), *verbs* (v.), *adjectives* (adj.), *adverbs* (adv.), *prepositions* (prep.), *conjunctions* (conj.), *interjections* (interj.), *pronouns* (pron.), *articles* (art.), *numerals* (num.), *determiners* (det.).

Writing a summary. After watching the video twice and note-taking, develop your answers into a short summary. In the introduction, add the information about what you watched, in the main part write more details about the content, and in the conclusion write your personal impressions about the job. Think about whether you would like to do something similar after college. **Write about 150 words in full sentences.**

Vocabulary. Complete the text about the receptionist daily work with the words from the box.

<i>check in, v.,</i>	<i>check out, v.,</i>	<i>confirm, v.,</i>	<i>deal with, v.,</i>
<i>duty, n.,</i>	<i>head, n./adj.,</i>	<i>off, prep.,</i>	<i>put through, v.,</i>
<i>responsible, adj.,</i>	<i>send, v.,</i>	<i>shift, n.,</i>	<i>sometimes, adv.,</i>
<i>take, v.,</i>	<i>work, v.</i>		

I am a hotel receptionist. I usually _____ from 6 am to 16 pm, but _____ I work a night _____ as well. When I work nights, I am _____ for all reception staff because the _____ receptionist is not on _____ at night. Then I have two days _____. During the day, I _____ emails, _____ or cancel bookings, _____ inquiries, _____ reservations and _____ the calls _____ to other departments. When the guests arrive, I need to _____ them _____. I also _____ the guests when they leave the hotel.

Part C. Focus on Grammar. Present Simple, Present Continuous, Present Perfect, Past Simple, Future Simple.

Look at the examples below and answer the questions.

- Do you recognize different forms of verbs in the sentences? Can you name the tenses?
- How are they different in meaning? What type of situations are they related to?
- Which adverbials helped you decide?

1. She works at the reception. / They travel to Asia every year.
2. I am working on a new project this week. / Are they coming tomorrow evening?

3. She has lived here since 2005. /Has she ever visited Paris?
4. She finished work at 8 pm yesterday. /They flew to London last week.
5. I think we will have classes tomorrow. / Don't worry! I'll call the doctor immediately!
/ Will you give me a hand?⁴

In the table below is a revision summary of the basic English tenses. It includes *Present Simple*, *Present Continuous*, *Present Perfect*, *Past Simple*, and *Future Simple*.

Revision of Tenses – Summary Table

Tense	Form	Adverbials
Present Simple	<i>She works at the reception.</i> <i>What time does she start work?</i> <i>They don't work during the night.</i>	every day/month/ year/ morning...; rarely, never, sometimes, occasionally, usually, often, always; on Tuesdays...
Present Continuous	<i>She is helping her colleague at the moment.</i> <i>Are you staying with her family?</i> <i>She isn't writing reports this week.</i>	today, tonight; this week/ month/ year; now; at the moment; as we speak...; in this picture...
Past Simple	<i>She finished work at 8 pm yesterday.</i> <i>Did she invite you for the office party last Friday?</i> <i>She didn't go to Turkey last summer.</i>	yesterday; yesterday evening....; last week/ month/ year; in 1987; ...when I was a child; five days ago
Present Perfect	<i>She has already heard the news.</i> <i>Have you seen the latest James Bond film?</i> <i>They haven't done their report yet.</i>	ever (+ superlative); ever/never (in your life so far); already, just, yet, so far; since (date), for (period); recently
Future Simple	<i>I think I will try snorkelling next summer.</i> <i>She will definitely go to college after high school.</i> <i>Will you help me with this task?</i>	tomorrow; next week/ year... I think.../ I believe... definitely..., certainly... for requests for spontaneous decisions

⁴ 'Give someone a hand' means to help out.

Practice. Complete the text below by putting the verbs in brackets into the correct tense and form (*Present Simple, Present Continuous, Past Simple, Present Perfect, Future Simple*).

Text A

My friend is American but she _____ (travel) a lot for her job. She _____ (live) in Thailand **at the moment**. She _____ (be) there **for the past seven years**. **Last year** I _____ (go) there to visit her for the first time. I _____ (not like) it at first because of the weather, but then she _____ (take) me to see a lot of interesting cultural sites. I think I _____ (go) there again **next year**.

Text B

Peter **usually** _____ (get) up at seven o'clock, but he _____ (stay) late in bed **today** because it's Saturday. He _____ (not work) **on Saturdays** so he can go for a short trip somewhere. **Last Saturday**, for example, he _____ (travel) to Paris by Eurostar train. He says that Paris is **the most beautiful city** he _____ ever _____ (see). He _____ **definitely** _____ (go) there for **the next spring** break.

Text C

Hi Jennifer,

This _____ (be) my last email from Amsterdam. I'll see you in a few days. I _____ (sleep) well last night and I _____ (get up) for an early breakfast.

I _____ (be) here for nearly a month. How time _____ (fly)! Amsterdam _____ (be) a very busy city but the people _____ (be) friendly. The weather _____ (also, be) a lot better for the past few days.

Last night I _____ (have) dinner in an exclusive restaurant and a fly _____ (land) in my soup! I _____ (not, know) what to do. I _____ (try) to explain it to the waiter but he _____ (not, understand) what I _____ (want) to say.

This afternoon I _____ (go) to the famous Rijksmuseum. My flight _____ (leave) at 11.00 pm tonight and so I think I _____ (order) a taxi for 8.00 pm. Last night I _____ (find) a few extra Euros in my jacket for the souvenirs.

With love, Sandra xoxoxo

MODULE 2

PROJECT WORK

Overview

After completing Module 2, you will be able to:

- best present yourself in the context of your future profession.
- prepare and present a 2-min video profile of yourself (video CV).
- prepare yourself for a job interview.
- solve problems related to finding the best job position and preparation.

*This module is designed to prepare you for the **pre-exam assignments** that need to be completed before the final written and spoken exam. The total number of points you can receive is 20 points for the project and 10 points for the speaking exam task. There are three sub-tasks that each carries up to 10 points. They are distributed in the following way:*

Assignment	MAX. POINTS
Group/individual presentation - VISUALS	10
Individual task - presentation - VIDEO CV	10
Group/individual presentation – SPEECH (speaking exam)	10

General procedure:

- You will do this assignment as a group and/or individually.
- You will work on the scenario and the presentation as a group.
- You will prepare and deliver ‘Video CV’ individually.
- For the group task you will need to communicate outside regular lectures, and in classes.
- In class, and as a group, you need to discuss the given topic together, make joint decisions, and prepare a joint presentation.

Your notes:

Part A. Individual Task - Video CV.

*In this **pre-exam assignment**, you will learn how to present yourself in a form of a short video CV for your potential employers or for your internship. The task weighs 10 points.*

Find and watch the examples of video CVs together and discuss what is important to be included.

- What do you like about the video?
- Can you identify smaller sections in the video about specific subtopics? What are they?
- How does the speaker use a negative situation in her life to talk about her qualities?
- What are the things that could be improved?

In your Video CV, in addition to basic information about yourself, you will need to be able to talk about these topics in English:

1. The name of your university, study program, key courses
2. Your personal qualities. How can they contribute to your job/internship success?
3. Your previous experience related to the job/internship you are applying for – think of the skills and abilities.
4. Your interests, hobbies – relevant to personal qualities (e.g. playing basketball – teamwork skills, knowing your role in the team, etc.).

Here are some essential elements to include in your video CV.

- First, introduce yourself (name, origins, place of residence).
- Then state clearly what type of job you are applying for / or for which company.
- You should also mention why you are interested in the job.
- Say something about your qualifications.
- What are your personal qualities that make you perfect for this job?
- What kind of person are you socially? Any hobbies, interests. Explain why they are relevant and how they contribute to your personal qualities and skills.
- Think of some closing words.

Tips:

- Be concise and persuasive.
- Think about your audience – who do you want to watch your video profile?
- What do your future employers want to know about you?

Video CV – Structure and Useful Expressions.**Introduction – Present name, university, and program.**

“Hello, my name is [Name]. I am a student at [University] studying [Program].”

Job interest – state the position or company.

“I am excited to apply for [Position] at [Company].”

Relevant experience and skills – Summarize experiences and achievements.

“Through my internship, I developed skills in...”

Personal qualities – Describe personality and hobbies that align with the job.

“I am a creative thinker with a passion for teamwork, as demonstrated in my role as a basketball team captain.”

“I played football throughout my schooling, which taught me how to be a team player.”

“I trained as a professional ballet dancer which made me persistent and hard-working.”

Conclusion – Closing remarks.

“Thank you for your time. I look forward to contributing to [Company/Position]!”

Essential Vocabulary**University and academic background:**

Vocabulary: *degree, major, minor, field of study, courses, curriculum, specialization, internship, academic achievements, project work.*

Example phrases: “I am currently pursuing a degree in...,” “I have completed coursework in...”

Personal qualities and professional strengths:

Vocabulary: *motivated, detail-oriented, adaptable, team player, proactive, dependable, creative thinker, critical thinker, strong communicator.*

Example phrases: “I am known for being...,” “My strengths include...”

Previous experience and skills:

Vocabulary: *internship, project, experience, role, responsibility, skill set, managed, led, collaborated, communicated, developed, problem-solving.*

Example phrases: “In my previous role as...,” “During my internship, I gained experience in...”

Relevant hobbies and interests:

Vocabulary: *team sports, music lessons, ballet training, volunteer work, community service, personal growth, extracurricular activities, soft skills, interests.*

Example phrases: “My passion for...,” “In my free time, I enjoy...”

Closing Remarks:

Vocabulary: *appreciate, thank you, opportunity, look forward, consider, eager, apply, contribute.*

Example phrases: “Thank you for considering my application.,” “I look forward to discussing how I can contribute...”

Grammar Use**Present Simple and Present Continuous for describing current studies, responsibilities, and personality traits.**

“I am currently studying...,” “I manage...,” “I am known for being adaptable...”

Present Perfect for past achievements and experience relevant to the job.

“I have developed strong communication skills through...,” “I have gained experience in...”

Past Simple for specific past roles or activities.

“In my last internship, I worked on...,” “I volunteered for...”

Showing enthusiasm for the role or career plans using expressions for future plans.

“I hope to...,” “I look forward to...” , “I think I will be a valuable member of your reception staff”.

Modal Verbs like *can, would, could, might* to describe abilities or qualities relevant to the job.

“I can adapt quickly to new environments...;” “I would bring a fresh perspective to the role...”

Some tips for the best results:

- Practice speaking with a timer to stay within **2 minutes**.
- Write a short script, but **don't read it** directly into camera.
- Record yourself a few times and choose the best version.
- Use the **vocabulary and grammar tips** we studied in class.
- You are introducing your **professional self** — make the viewer want to **meet you!**

Criteria for assessment:

- Proper use of vocabulary and grammar structures.
- Keeping up to the recommended structure of the video.
- A minimum of 3 sentences in which you use the Present Simple and Present Continuous.
- At least 3 sentences in which you use the Past Simple and Present Perfect.
- At least 1 sentence in which you used Future Simple.
- Speaking clearly and fluently.

Part B. Group/Individual Task.

This is part of pre-exam assignments and weighs 10 points for the visual presentation of your findings (**pre-exam assignment**) and 10 points for the speaking exam. The assignment requires careful planning with your colleagues and collaborative work. It is important that you discuss it together and reach a joint decision on the topic you will focus on. Also, it is important to assign clear roles in the group and clear timeline and deadlines for the project.

Group work procedure.

- The pre-assignment needs to be completed by the end of the semester.
- As a group, decide **how you will communicate**, how often you will meet and exchange information. It is recommended that you **meet at least once a week** for one hour to manage the progress and contribution of each member.
- Decide on the **digital collaboration tools (Padlet, Canva, Miro, Prezi)** you will use. Your teachers will introduce you to some of them.

Scenario: Landing Your Dream Job – How to Prepare?

You are a student looking for a job or internship. You have worked hard and searched for jobs but still haven't found your dream job. Finally, you find an international job post in a well-known company that seems perfect, but you realize that you must make a perfect CV, prepare for a job interview and video profile that best represents you professionally and personally. You want to stand out from the crowd. You decide to explore web resources and useful literature and develop a strong job application package for this specific job opening. You'll also need to identify potential problems in the application process and decide how to solve them.

- **Discuss the scenario and jointly decide on the subtopic of your final presentation** (e.g. how to prepare for the job interview, or common mistakes in the application process and the best tips of overcoming common mistakes, etc.)
- **As a group**, look for **relevant materials** that you will use in preparing the assignments. There are some suggestions at the end of the module.
- Where can you find relevant materials? (For example, university career centre, national employment agency, professional development platforms, TEDx videos, etc.)
- Write down **key information** you find useful and worth presenting to others.
- Be mindful of how you use the information – follow the **copyright principles**.

As a group, make a short description of what you will do for your final project and send it to your teacher. Include the following:

- Title and subtopic:
- Group members (names and student ID numbers):
- Division of tasks:
- Resources (at least three different resources – video, podcast, website, ...)

Creating the presentation - using digital tools

- You will make **one presentation for the chosen topic** – as a group or as an individual
- Decide on the type of your presentation – Padlet, Miro, PPT, Prezi, Canva.
- Resources for digital tools: <https://www.canva.com/>, <https://prezi.com/>, <https://padlet.com/>, <https://miro.com/>

Presentation Structure – How to organize your slides?

Slide 1 - Title slide

- **Topic** - (For example, 'How to make a perfect CV?')
- **Group members** – For each group member with their name, Student ID number, responsibilities in the group and regarding the presentation.
- **Course** – Engleski u turizmu i ugostiteljstvu – niži srednji (A2)
- **Novi Sad, date** (For example, 23rd October 2025)

Slides 2, 3 – Discussing the key elements and information.

Slide 4 – Personal reflection – What have you learned about the topic? What were the downsides or problems while you were working on it and how you solved it?

Final slide - Resources – say one sentence about each data source how useful it was or not and select the best ones. **A minimum of three different data sources should be used.** If you're using ChatGPT or similar AI, it can be a single source of data, but you need to summarize and critically evaluate the answer.

*****Note on slides 2, 3, 4** – this structure is repeated if there are more members in the group – two slides discussing the chosen topic, and one slide personal reflection – what you have learned and what problem you noticed and how you solved it.

Tips for presenting:

- Get to know your topic well and make it meaningful to you.
- Write out the text you are going to present and rehearse it before the exam.
- Practice presenting with the slides.
- Do not put all the text that you will present on the slides but only some notes and illustrations.
- Be aware of the audience you are presenting to. Are they colleagues, general audience, professionals in the field?

Resources

<https://hortoninternational.com/should-you-create-a-video-cv/>

<https://learnenglish.britishcouncil.org/english-levels/improve-your-english-level/how-prepare-job-interview-english>

<https://live-english.net/30-useful-sentences-job-interview-english/>

<https://reslink.io/blog/how-to-make-a-video-resume>

<https://www.linkedin.com/pulse/acing-job-interview-your-second-language-kristine-knutter-ceip>

<https://www.linkedin.com/pulse/video-resume-next-trend-job-search-tips-examples-morgan-mckinley-bjlge/>

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

<https://www.londonschool.com/blog/13-useful-expressions-job-interviews/>

Criteria for Assessment

Presentation Task Rubric:

Landing Your Dream Job – How to Prepare?

A. Visual Presentation (10 points)

- Follow the required structure, including all specified slides (title, topic, reflection, and resources).
- Digital tools such as Google slides, PPT, Canva, Prezi, Padlet, or Miro should enhance the message through clear, well-organized, and visually appealing design. Layout, font choices, images, and consistency should help make the content easy to follow and professional-looking.
- Each group member's contribution should be clearly indicated on the title slide and visible throughout the presentation.
- The project should reflect teamwork, creativity, and effort in planning and producing the final product.

B. Speaking (10 points)

- Speakers should deliver their part fluently, with clear pronunciation and a natural pace.
- Grammar and vocabulary should be accurate and appropriate for the topic, showing good language control.
- Speakers are expected to demonstrate a solid understanding of their topic and reflect meaningfully on what they learned and how they handled any challenges.
- In group presentations, transitions between speakers should be smooth and roles balanced, showing active engagement and coordination.
- The overall delivery should be confident, well-rehearsed, and engaging for the audience.

MODULE 3

HOTEL FACILITIES AND SERVICES

Overview:

After completing Module 3, you will be able to:

- describe and compare the hotel facilities, services and amenities around the hotel.
- check in new guests in the hotel.
- ask questions politely and give advice to tourists.
- handle complaints and life situations.

Part A. Tourism-Based Vocabulary.

Put the words from the box into the sections they belong to. Check the meaning of the words in one of the dictionaries recommended in Module 1.

<i>aircraft</i>	<i>bellhop (U.S.) / porter</i>	<i>brochure</i>	<i>bus</i>
<i>cabin</i>	<i>captain</i>	<i>client / customer</i>	<i>coach</i>
<i>crew</i>	<i>cruise director</i>	<i>cruise ship</i>	<i>deck</i>
<i>e-concierge</i>	<i>front desk</i>	<i>ferry</i>	<i>guest</i>
<i>hotel manager</i>	<i>housekeeping</i>	<i>itinerary</i>	<i>lobby</i>
<i>onboard activities</i>	<i>package holiday</i>	<i>plane</i>	<i>purser</i>
<i>receptionist</i>	<i>reservation</i>	<i>room</i>	<i>room attendant</i>
<i>shore excursion</i>	<i>tour guide</i>	<i>train</i>	<i>tram</i>
<i>travel agent</i>	<i>travel consultant</i>	<i>travel representative (travel rep)</i>	

Category	Examples
Hotel	
Travel agent	
Cruise ship	
Type of transport	

Listening. Checking-in procedure in a hotel.

Watch a **video**⁵ highlighting the conversation between a receptionist and a guest at the hotel reception desk.

- What do you notice about the conversation?
- Can you recognize the polite expressions used by the participants?

Your notes:

⁵ 'Hotel Check in Training – Receptionist' video was created by the author using invideo.io platform.

Practice. Reception desk dialogue. Mark the sentences G (guest) or R (receptionist) and put them in the correct order.

___ Of course... W-O-L-K-O-W-Y-S-K-I

___ Good afternoon, sir...madam. How may I assist you?

___ Thank you, it's Wolkowyski...we booked a double room, en suite, with a balcony for two nights.

___ Yes, there you go.

___ That's great! Do we have to use the stairs?

___ Thank you, sir, here's your key. Your room is on the third floor, overlooking the park. It's room 305.

___ Let me check your reservation. Could you spell your surname, please?

___ Certainly, sir. Welcome to our hotel. Could you tell me your name, sir?

___ Thank you. Here is your reservation form, could you sign here, please?

___ Yes, of course. Can I use your pen?

___ And, one last thing, sir. I'd like to tell you about our services. You can use the spa centre without extra charge. The breakfast is served from 7.30 to 9.30 in the breakfast lounge on the top floor.

___ Good afternoon, we have a reservation for the weekend.

___ No, sir. The lifts are over there on the left. Enjoy your stay.

___ Yes, here you are. May I see your passports, please?

Underline the polite expressions in the conversation.

Make a similar conversation using the following words or expressions, and adding more words: *please /fifth floor /madam /Would you like...? /shower /three nights /book /sign /Here's your .../spell /reservation /Thank you /Good morning /restaurant*

Vocabulary. What's in the room?



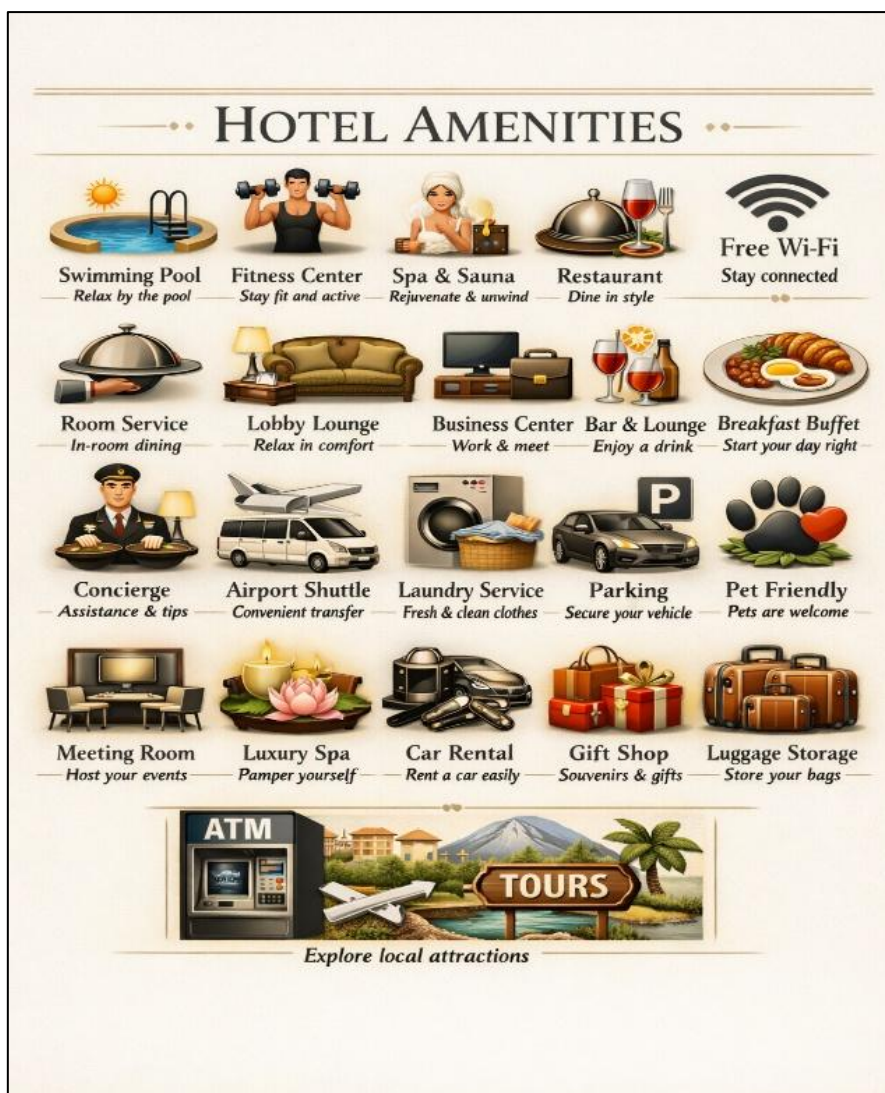
Source: the author⁶.

Based on the image, complete the room description below.

The room is on the first _____. The room has a small _____ overlooking the park. There is a _____ bed. On the bed, there are two green _____ and four white _____. Next to the bed there is an _____ and a _____ so you can read at night if you like. The room also features complimentary _____ and _____ making equipment, an _____ for every guest with the hotel logo and a suitcase _____. The _____ and _____ are changed every day.

On the next image, there are some other examples of hotel facilities. Which ones are important to you?

⁶ Created by the author in Co-pilot (Smart GPT-5).



Source: the author⁷.

Practice. Complete the dialogues between a guest (G) and a receptionist (R) with the verbs: *connect / have / help / make / reserve / speak / take / tell*.

R: Good afternoon. How can I _____ you?

G: Could I _____ a table for two in your restaurant?

G: Hello, I'd like to _____ to Mrs Brown in Room 356, please.

R: Certainly, madam. I'll _____ you.

⁷ Created by the author in Co-pilot (Smart GPT-5).

G: I'd like to _____ a reservation for a table for two in your Italian restaurant.

R: Of course, sir. Can I _____ your name and room number?

G: I need to speak to Mr Jones in room 112.

R: Of course, sir, but I'm afraid he is not in his room. Can I _____ a message?

G: Yes, please _____ Mr Jones to get up early tomorrow for our tennis match.

Polite greetings and welcoming phrases

Good afternoon/morning..., sir/madam. How may I assist you? / How can I help you?

Certainly, sir. Welcome to our hotel.

Enjoy your stay.

Making a polite request

Could you spell your surname, please? / Could you tell me your name, sir?

Could you sign here, please? / Can I use your pen? (Informal but still polite)

May I see your passports, please?

I'd like to tell you about our services. (Offering politely)

Responding politely

Of course... / Yes, of course. / No, sir.../ Yes, here you are. / Yes, there you go. / Thank you, sir/ That's great!

Providing information politely

Let me... (check your reservation).

You can ... (use the spa centre without extra charge).

It's a good idea to.../I'd recommend...Why don't you...?

Part B. Travelling for Business or Pleasure?

Reading. Read the advertisements for two hotels in Cromer⁸, which is a seaside town situated in Norfolk, England and think about the following:

- Which hotel would you like to stay in? Why?
- Which one is more suitable for a business traveller? Why?
- What are the needs of business travellers compared to regular tourists?

A. The Cromer Guest House.

Come and enjoy a warm welcome at our charming guest house, set on a hill above the historic seaside town of Cromer, with wonderful views of the sea and Cromer Pier. We are open all year round, including Christmas and New Year. Our clean, spacious double rooms each feature a cosy fireplace, and a complimentary English breakfast is served every morning. Two rooms share a bathroom and are ideal for families or groups of friends. Guests can also relax in the garden with a barbecue area, a separate children's play area, and convenient on-site parking.

There is an excellent selection of restaurants and tea houses near our place, which you can visit after long walks in and around Cromer, or after the day at the beach.

This is a quiet, coastal location with lots of walks nearby, and excellent views. Animals welcome. Please note: the guest house is non-smoking.

B. The Cromer Promenade Hotel.

Enjoy our central location right next to the Cromer Pier and close to all the shops, cinemas and clubs. Our modern, professional hotel in the centre of Cromer is open all year round. Free parking is provided for guests.

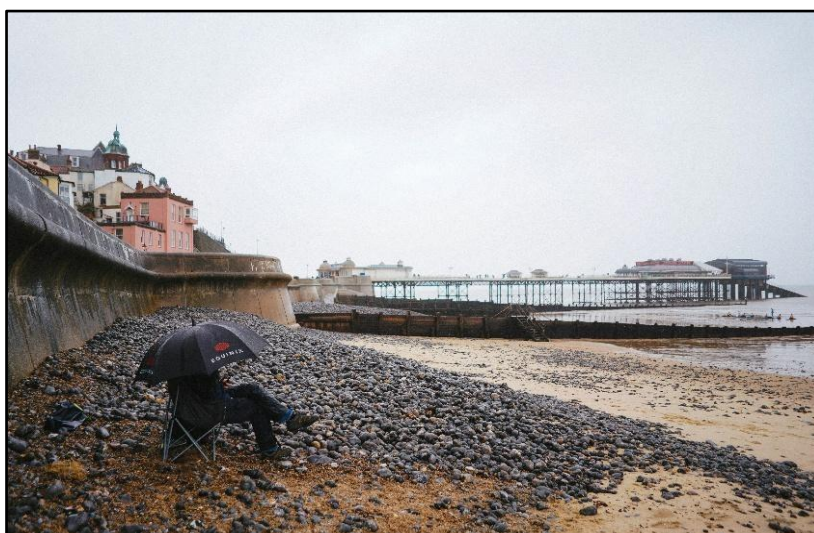
Each room has a bathroom with a shower, complimentary tea and coffee making facilities, free Wi-Fi, modern TV, up-to-date furniture and design. We offer a separate lounge to be used by smaller groups for meetings or special occasions. It can accommodate up to 30 people. The lounge has its own audio-visual equipment, and our staff is at your disposal to help you organise your event.

⁸ <https://www.youtube.com/watch?v=uLJZnAbokTg>

Start your day with our delicious buffet breakfast, available for a small additional charge, served in the breakfast lounge that opens onto a lovely terrace. In the evening, you are welcome to enjoy great-value meals at reasonable prices in our elegant restaurant.

Reading comprehension. Look at the short descriptions below. Which are true for the hotels? Write A, B, or AB.

1. It's centrally located. ____
2. It has beautiful views. ____
3. It is always open. ____
4. It has a garden. ____
5. Children can play outside in the courtyard. ____
6. You can organise a small business meeting. ____
7. You can bring your dog with you. ____
8. It's perfect for business travellers. ____
9. It's in a peaceful area. ____
10. Breakfast is free of charge. ____
11. You can have dinner in the hotel if you pay extra. ____

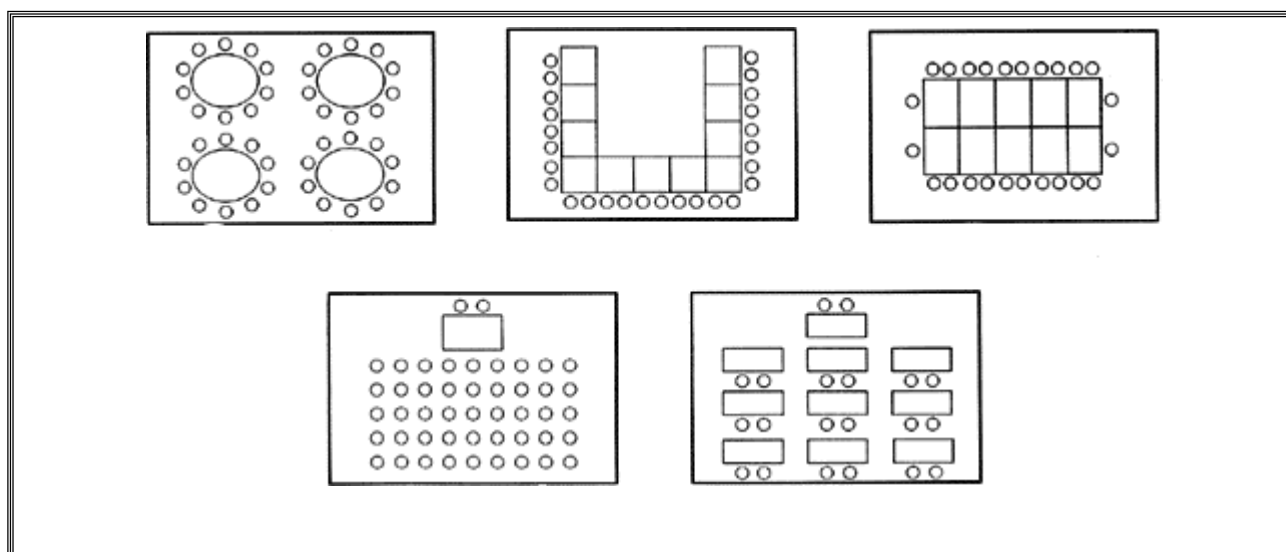


Source: Phil Hearing on Unsplash.

Vocabulary. Business travellers often have special needs related to organising events in hotels.
In the next section, we will focus on the specific expressions related to organising events.

Look at the schemes of seating styles and label them correctly.

- a) banquet/cabaret style b) boardroom style c) classroom style
d) theatre/auditorium style e) U-shape style/horseshoe style



Which seating style is the most suitable for these events? Explain your choice.

- a conference?
- a promotion of a new product? a wedding?
- a projection of a new promotional movie?

Do you understand these measurements?

Area: 52.80 sqm

Length: 8.50 m

Width: 6.40 m

Height: (max) 4.50 m

Writing. Complete the email with the following words and expressions.

a full range of	accommodates up to	at your disposal
can be divided	features	I am sending
kind regards	seating	thank you for your

Dear Mr Jenkins,

_____ email and your interest in our hotel as a possible venue for your conference. _____ some information about conference facilities and services with a floor plan.

Our hotel offers 52.80 sqm of conference space. It _____ three large French windows that open to a beautiful garden. The area _____ by part-panelled walls in two separate areas. _____ can be arranged in any style and the room _____ 50 people for cocktails.

We also offer _____ technical equipment and technical staff support. Catering staff and decoration services are also _____.

If you have any questions about the set up and organization, please contact me.

We look forward to hearing from you.

Kind regards,

Sam Davis, Conference Reservations Manager

In the email, find the expressions that mean the following:

- everything you might need _____
- fit or hold a certain number _____
- something is available, ready to use _____
- can be separated into smaller sections _____
- include, have something important or special _____

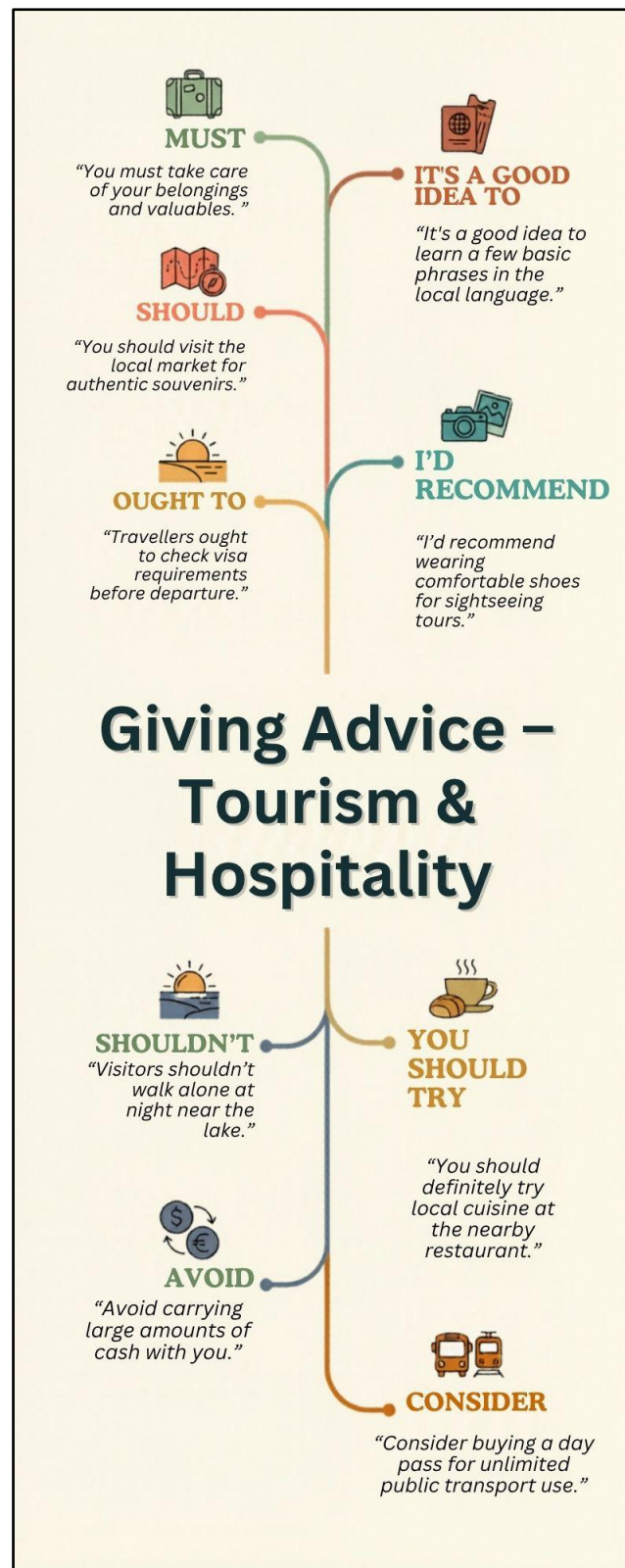
Listen to Daniel giving advice to Hana about travelling to Chile and answer the questions¹⁰.

1. What does he say about Chilean food?
2. What does he recommend doing in winter?
3. What do you need to be careful about?
4. What else does he recommend would be great?
5. What does he say about public transport?
6. Which part of the city is not safe? Why?

- **What expressions did you notice for giving recommendations and advice?**

In the diagram below there is a summary of some expressions for giving advice. Try to make your own examples for each, related to tourism and hospitality.

¹⁰ Open education resource: https://www.elllo.org/english/1251/1298-Daniel_Hana-ChileTips.htm



Source: the author.¹¹

¹¹ The diagram was created by the author using Canva.

Practice. Complete the safety advice with the given choices: *avoid / best / I recommend / idea / must / must keep / should / shouldn't.*

First, _____ wearing comfortable shoes because you will walk a lot. It is the _____ way to enjoy the old town. You _____ your valuables safe at all times, especially in crowded areas.

If you decide to rent a car, you _____ follow all traffic rules. It's a good _____ to park in official parking zones only. You _____ leave your bags visible inside the car.

Also, _____ drinking tap water in local restaurants. Finally, you _____ ask at the reception desk if you need directions or recommendations.

Enjoy your stay!

Practice. Translate into English.

1. Morate zaključavati vrata od kola.
2. Ne bi trebalo da ostavljate auto u mračnim ulicama.
3. Dobra ideja je da ponesete šešir sa sobom na safari.
4. Najbolje da ostavite novac u sefu.
5. Izbegavajte plivanje u moru. Ima puno ajkula.
6. Preporučujem vam boravak na farmi da naučite lokalne običaje.

Speaking and vocabulary. Handling complaints. Work with a partner and find the best answer to the complaint.

A. Guests' complaints:

1. The curtain is torn.
2. The pillowcase is stained.
3. The towels are damp.
4. The mirror is cracked.
5. The hairdryer is faulty.
6. The room is dirty and smelly.
7. The window is stuck.
8. The waste-paper basket is full.
9. The light bulb is too weak for reading.
10. The room is cold.
11. A lot of noise is coming from the room next door.

B. Receptionist's responses.

- a. I'll send someone to replace it.
- b. I'll fetch you a dry one.
- c. I'll send the electrician to check it.
- d. I'll send the repairman to put up a new one.
- e. I'll have the heating turned up.
- f. I'll get someone to open it.
- g. I'll send the room attendant to empty it.
- h. I'll send the hotel cleaner to clean it.
- i. I'll send someone to fit a stronger one.
- j. I'll go and ask them to keep the noise down.
- k. I'll send the room attendant to put a new one.

Your answers: 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __

Extension. Choose three matches and explain why the solution fits (one sentence each). Then swap papers with another pair and check.

Mini role-play. Student A is the guest; Student B is the receptionist. Student A chooses two complaints from list A and adds one detail (e.g., *It's been like this since yesterday*). Student B responds using a sentence from list B and adds: (1) an apology, and (2) a time frame (e.g., *within 10 minutes*). After one round switch roles.

Positive thinking. In pairs, think how to respond to different life situations. Choose five situations from the list and write a different reaction to each. There is a summary of useful expressions to help you.

Example:

- Situation: *I have an important job interview.*
- Possible response: *Good luck! I'm sure you'll do your best!*

Situations:

1. I'm so sad today. I didn't do well on the exam!
2. I'm travelling to London tomorrow!
3. I am so worried. I got late for work this morning.
4. I've got a job at Hotel Hilton. I'm starting next week!
5. I think I've made a mistake in my final report. My boss will be furious.
6. I finally passed my driving test!
7. I lost my wallet on the bus today.
8. I'm afraid nobody liked my project idea.
9. I've been accepted to study abroad next semester!
10. I argued with my best friend yesterday.
11. I've just booked my dream holiday for the summer.
12. I'm worried because I haven't finished my assignment yet.
13. I got promoted at work today!
14. I think I said something embarrassing during the meeting.
15. I'm starting a new Spanish course next Monday.
16. I failed my driving test again.
17. I'm feeling stressed because I have too many deadlines this week.

Positive expressions

Congratulations: *Congratulations! / I'm so happy for you. / What great news! / That's amazing. / I wish you a lot of success.*

Encouragement: *You can do it. / Believe in yourself. / I'm sure you'll do your best. / Don't give up. / Stay positive.*

Hope and optimism: *Something good may come from this. / Tomorrow is a new day. / This could be a great opportunity.*

Problem-solving support: *Try to stay calm. / Maybe there's a simple solution. / Be honest and explain the situation.*

Reassurance: *Everyone makes mistakes. / I'm sure people will understand. / These things happen sometimes.*

Praise and recognition: *Well done! / You should be proud of yourself! / Your hard work has paid off. / That's fantastic news! You really deserve it.*

MODULE 4

TOURISM IN THE GLOBAL VILLAGE¹²

Overview

After completing Module 4, you will be able to:

- talk about travel destinations, landmarks and attractions.
- talk about historic and cultural events.
- use prepositions for time appropriately.
- form and use the *Present Simple Passive* and *Past Simple Passive*.

Part A. Visiting Tokyo.

Video. You will watch an extract from a video ‘25 Things to do in Tokyo’.

Before watching, think about Japan’s geographical position, society, population, culture. What do you know? How can you find out?



Source: David Edelstein on Unsplash.

¹² Global village – refers to the idea of the world as one interconnected space, made possible by telecommunications and technology.

In the box, there are some words from the video about what to visit and do in Tokyo, Japan. Check the meaning of the words in a dictionary or a glossary.

<i>accept, v.</i>	<i>back street, n.</i>	<i>be cramped with, v.</i>
<i>be thrilled about, v.</i>	<i>complimentary, adj.</i>	<i>crossing, n.</i>
<i>cruise, n.</i>	<i>district, adj.</i>	<i>market, n.</i>
<i>observatory, n.</i>	<i>shrine, n.</i>	<i>subway, n.</i>
<i>temple, n.</i>	<i>tiny, adj.</i>	<i>trip, n.</i>

Watch the video and write down some key information about the attractions / amenities listed in the table below. Check the meaning of the new words.

Attraction/ Amenity	Details
Street Market	
Meiji Shrine	
Sumo Stadium	
National Garden	
Ginza (shopping area)	
Train Station	
Metropolitan Offices	
Fish Market	
Shibuya Crossing	
Sumida River	
Tokyo Imperial Palace	
Tokyo National Park	
Tokyo Skytree	

Part B. Visiting Wawel Hill, Poland.

Reading. Wawel Hill is a historic complex in Cracow, a famous city in Poland. Have you ever visited Poland? What do you know about it?



Source: Kevin Perez Camacho on Unsplash.

Wawel is a gorgeous complex of historic buildings on the top of the Wawel Hill, which is located to the south of the Old Town in Cracow, Poland. This is the most important historic and cultural site in Poland and is considered to be a symbol of national pride, hope and patriotism. It dates back to the 14th century and is visited by the Poles and foreign tourists alike.

Even before this important date in Polish history, Wawel was used as a fortified castle and later as the royal residence by the Polish first ruler Mieszko I (c. 962-992) and this was also the place where the first Cathedral was built in 1000 AD. The first Polish king was crowned in the Cathedral on January 20th, 1319. Later, thirty-five royal rulers were crowned here up to the 17th century. In 1596, the capital was moved to Warsaw and Wawel Hill was partly demolished throughout the years.

Today, Wawel Hill is fully restored and features architectural details from the medieval, Renaissance, Gothic and Baroque styles. There is the cathedral, statues, sculptures, underground chambers and, of course, the castle with a display of tapestry, royal objects, and gold treasures. If you want to visit this world-class complex, you can walk freely around the courtyard and castle grounds, but you need to buy a ticket for the exhibitions. If you want to enjoy your day here, you should come early in the morning to avoid the crowds.

Reading comprehension.

A. Read the text once and summarize it to your colleague in 3-5 sentences. What is it about?

In your opinion, what information is essential about it?

B. Read the text again and answer the questions.

1. When did Wawel become a royal residence?
2. Why is the Cathedral so important for the Polish history?
3. What can you see there?
4. Why was Wawel in poor condition after the 16th century?
5. Can you go inside the castle free of charge? Explain.
6. Do you find this place interesting? To whom would you recommend it?

Vocabulary and writing. In pairs, write 10 sentences about a place or an attraction in your home country using the words from the box. Present it to class and your colleagues will try to guess the place you are talking about.

<i>café, n.</i>	<i>castle, n.</i>	<i>cathedral, n.</i>	<i>cave, n.</i>
<i>cellar, n.</i>	<i>chamber, n.</i>	<i>crown, n. & v.</i>	<i>crowd, n.</i>
<i>demolish, v.</i>	<i>display, n.</i>	<i>feature, n. & v.</i>	<i>market, n.</i>
<i>monument, n.</i>	<i>queue, n. & v.</i>	<i>restore, v.</i>	<i>royal, adj.</i>
<i>sculpture, n.</i>	<i>square, n.</i>	<i>statue, n.</i>	<i>take place, v.</i>
<i>the capital, n.</i>			

Part C. Focus on Grammar. Passive Forms - Present Simple and Past Simple.

Look at the sentences from the text in Part B and notice the verbs in bold.

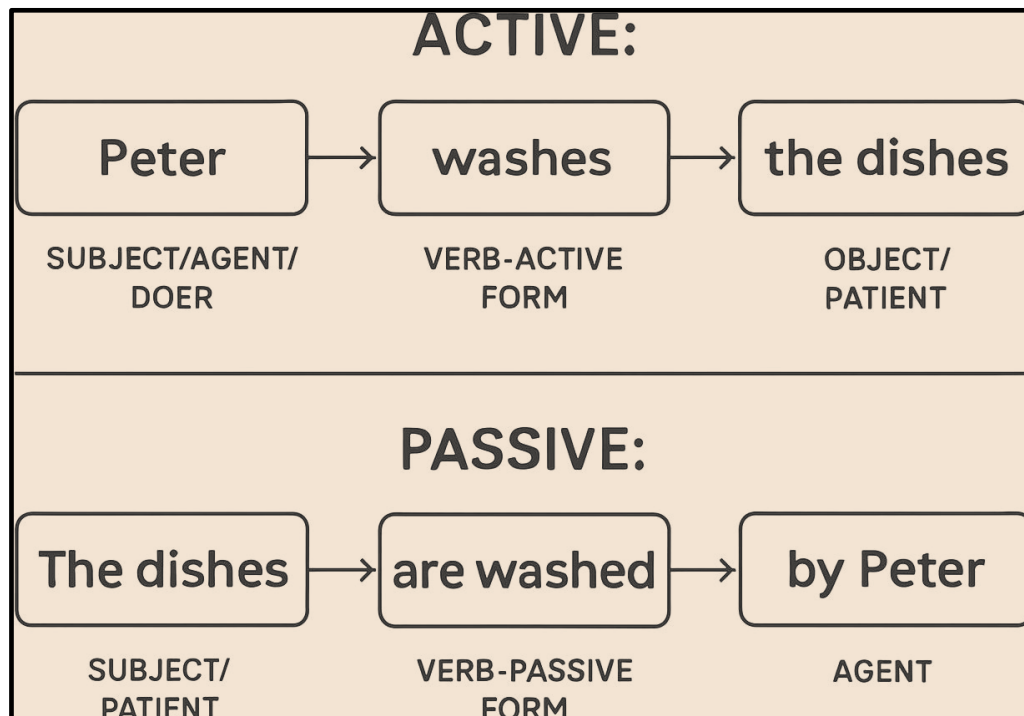
- Can you name the forms and tenses used?
- Can you recognise passive forms? How?

*It **dates back** to the 14th century and **is visited** by the Poles and foreign tourists alike.*

*Today, Wawel Hill **is fully restored** and **features** architectural details from the medieval, Renaissance, Gothic and Baroque styles.*

*... Wawel **was used** as a fortified castle and... this **was** also the place where the first Cathedral **was built** in 1000 AD.*

Compare the active and passive sentence structure in the diagram.



Source: the author.¹³

¹³ Created in Canva by the author.

The Passive Verb Form

To make the passive verb form, you need the auxiliary verb ‘**be**’ in an appropriate tense and form and the **Past Participle** form of the main (lexical) verb. The Past Participle is formed by adding the ‘- **ed**’ suffix to the base form for **regular verbs** or you need a **special form** for **irregular verbs**, represented in the third column in the irregular verbs table.

Present Simple Passive:

*Roast turkey **is** always **made** for Christmas dinner.*

***Are** the rooms **prepared** for the new guests?*

*The local people **are not** usually **invited** to the hotel party.*

Past Simple Passive:

***Were** all the invitations **sent** yesterday?*

*High-quality wine **was served** for the Christmas party.*

*All the preparations **were not done** on time.*

When do we use the passive?

- When we describe procedures, processes, events (e.g., *A lot of rooms are reserved online*).
- When we do not know who does the action or it is not important to specify (e.g., *Flowers are thrown during the festival*).
- When we would like to emphasize who does the action (e.g., *Songs are sung by the children from local schools*).

Practice. Complete the text about *The Battle of Hastings* by putting the verbs in brackets into the Present Simple Passive or Past Simple Passive.

Experience historic events taking place this summer at *English Heritage* sites across the country. Make sure the dates _____ (mark) in your diary so you don’t miss any event.

As you probably know, the most famous English battle – The Battle of Hastings _____ (recreate) every October on the exact spot where the original battle _____ (fight) in 1066. The English King Harold _____

(crown) just before the battle and soon after he had to fight the French army which _____ (lead) by William the Conqueror, the Duke of Normandy. The battle lasted for the whole day and King Harold _____ (kill) along with 4,000 of his fellow soldiers. Battle Abbey in East Sussex _____ (build) on the spot by William the Conqueror who was the first Norman ruler of England until his death in 1087, and his son, the successor to the throne, William II.

Today, in addition to the reenactment, a lot of activities for children _____ (organize). They can see how traditional clothes _____ (make) in front of them and taste traditional food from that period. Finally, a lot of souvenirs _____ (can, buy) at the medieval market near the battlefield.

Writing. Which important historic or cultural events are marked in your country or region? In your notebooks, write a brief description using passive forms and appropriate vocabulary to describe it.

Prepositions for Time and Dates

When you describe historic or cultural events, and customs, you often need to refer to time or dates. Go through the list of key prepositions and study their use in the examples.

Key prepositions:

- **‘in’** for years, centuries, and months; and for parts of day (e.g., in 2020, in the 18th century, in July, in the morning, in the afternoon, in the evening, *exception: at night).
- **‘on’** for specific days and dates (e.g., on Monday, on Monday morning, on the 15th of April, on Christmas Day).
- **‘at’** for specific times, and periods (e.g., at 6 o'clock, at noon, at Christmas).
- **‘from’ ‘to’** for periods (e.g., from 1995 to 2000).
- **‘during’** to mark a period - from the beginning to the end of a particular period of time.
- **‘over’** for the event going on continuously or repeatedly during a period; often used when indicating a change.
- **‘throughout’** for the event going on continuous during the entire period; stronger than ‘over.’

Example sentences:

- **In** 1776, the United States declared independence from the Kingdom of Great Britain.
- **At** 5 a.m., **on** November 11th, 1918, the armistice was agreed upon.
- **At** Christmas, we usually travel to the mountains.
- **On** Christmas Day, we open presents early **in** the morning.
- There was a huge progress in the aviation industry **during** the Second World War.
- The Woodstock Festival took place **over** three days.
- Temperatures increased **over** the night.
- The tradition continued **throughout** the 20th century.

Practice. Complete the sentences with the correct preposition.

1. Christopher Columbus arrived in America _____ October 12, 1492.
2. The ancient Olympic Games began _____ 776 BC.
3. Martin Luther King Jr. led the Civil Rights Movement _____ the 1950s _____ the 1960s.
4. _____ Easter in Serbia, people colour eggs, go to church and spend time with their families. _____ Easter Sunday, meat is eaten for the first time after a long fasting period.
5. Shakespeare was born _____ April 23, 1564.
6. The Berlin Wall fell _____ 1989.
7. World War II lasted _____ 1939 _____ 1945.
8. Leonardo da Vinci worked on the *Mona Lisa* _____ about 1503 _____ 1506.
9. Many important scientific discoveries were made _____ the late 19th century and _____ the early 20th century.
10. Vincent van Gogh painted *Starry Night* _____ June, _____ the summer of 1889.
11. The first iPhone was introduced _____ a keynote presentation _____ January 2007.
12. Mozart began composing _____ the age of five and continued _____ his lifetime.
13. The famous Woodstock Festival took place _____ three days _____ August 1969.
14. Pablo Picasso produced many of his most influential works _____ the period between 1900 and 1939.

MODULE 5

THE GREAT OUTDOORS

Overview

After completing Module 5, you will be able to:

- talk about different geographical features of a region.
- talk about tourism development plans.
- talk about future (*Future Simple/ be going to/ Present Continuous/ Present Simple*).

Part A. Unique Regions and Landscapes.

Vocabulary. Look at the words in Serbian. How would you say them in English?

Serbian	English	Serbian	English
bara		planinski vrh	
jezero		plaža	
lednik		podnožje planine	
livada		poluostrvo	
more		potok	
obala		prašuma	
obala reke		pritoka	
okean		pustinja	
ostrvo		reka	
padina		šuma	
pećina		uvala	
planina		zaliv	

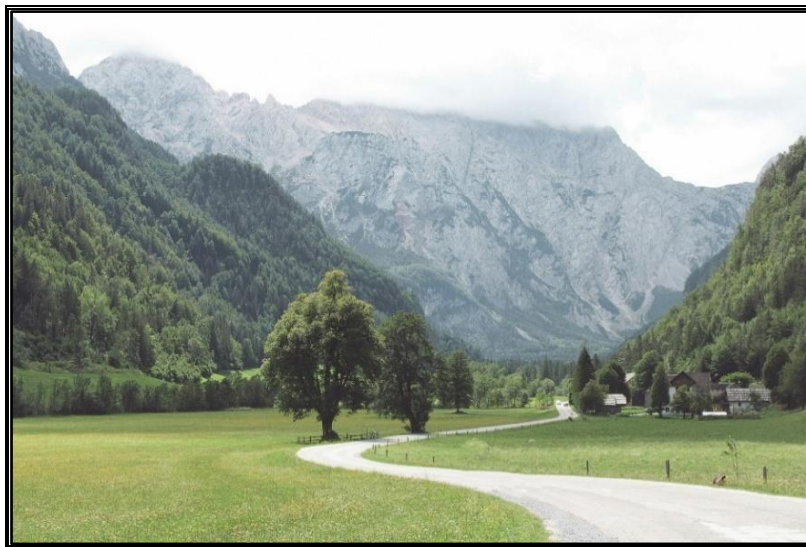
Extension. Discuss with your partner what sports and activities can be done different types of scenery, such as beaches, deserts, lakes, mountains, rivers.



Source: the author¹⁴

¹⁴ Created by the author in Co-pilot (Smart GPT-5).

Reading. Read about the Solčava region, which is a unique area shared by Slovenia and Austria. Underline the words and expression that focus on the description of nature and wildlife, and the activities you can enjoy there.



Source: Lana Agejev Grabrović on Unsplash.

The Solčava Region is a geographical region shared between Slovenia and Austria, which got its name from the village Solčava. It features the Savinja River and the Logar Valley, which is one of the most beautiful Alpine glacial valleys in Europe. This is a protected natural area where people live in harmony with this amazing nature and traditional way of life. Tourists visit this area to enjoy the peaceful and idyllic landscape, but also to go hiking, cycling, horseback riding and on a photo safari.

There are plenty of villages, farms, wooden granaries and wherever you go you will be amazed by the wonderful views of the mountains and valleys. The village of Solčava is famous for its Gothic church of St. Mary-in-the-Snows. A short walk (half an hour) outside the village will bring you to an old yew tree in the woods. Some say it is over one thousand years old. On the slopes, a cave can be found with the traces of Palaeolithic hunters.

The region also features high waterfalls, healing mineral water springs, caves, rivers, and a tub made of melted snow. Many interesting plants can be found here, such as larch, elm, linden, ash and juniper trees. The animals found in the region are goats, owls, chamois, ibex, butterflies and many others. The wide region of Logar Valley is also home to the golden eagle and peregrine falcon.

During the winter, it becomes the centre of winter sports such as cross-country skiing, sledding, downhill skiing and ski touring. You can also be amazed by the frozen waterfalls.

Reading comprehension. Read the text again and answer the questions below.

1. Where is the Solčava region?
2. How did it get its name?
3. What did you learn about its geography?
4. What activities are available for visitors?
5. Why is the Logar valley famous?
6. What can you do there?
7. Do you know the names of animals mentioned in the text in your own language?

Vocabulary. Here are the names of some trees found in Solčava: *yew* – tisa, *larch* – ariš, *elm* – brest, *linden* – lipa, *ash* – jasen, *juniper* – smreka, *kleka*. Can you name more?

Writing. Think of a unique region in your country and write a short text about it which you will present to the class.

Part B. Development Plans.

Lead in. Here are some questions about the future of tourism. Express your opinion by using some of the expressions below.

1. What is your opinion about the future of tourism?
2. Has technology changed tourism and travel? In what way?
3. Are green tourism and eco-friendly travel the future of tourism? Explain your answer.

Here are some useful expressions you can use to express opinion.

In my opinion, / As for me, / My impression is that ...

I've never really thought about this before, but ...

I guess.../ I imagine .../ I strongly believe that ...

Listening. You will hear people discussing tourism development of an island and answer the questions.

1. How will visitors get to the island?
2. Where are they going to build a new resort?
3. What will the new visitors' centre have?
4. What types of accommodation will there be?
5. What is the main benefit of the proposal?

Short Presentation – Useful Expressions and Structure

Introduce yourself:

Good evening/ Good morning/..., I'm ... and I am a member of .../ I work for...

Proposal outline:

First, I would like to talk about ... Secondly/ Then, I will talk about.... Finally, I will mention....

Let me start with... / To move on to my second point... / In conclusion, / To sum up,

Positive/negative sides:

(+) The best thing about our idea is that... / The main advantage is that...

(-) A downside could be that.../ The main disadvantage is that...

Speaking. Giving a short presentation.

- Prepare a short presentation of the proposal about developing a town / village or area / region you live in.
- Make some notes with your pair and present it to your other colleagues.
- Think about the transport / accommodation/ entertainment / activities.
- Be prepared for some questions afterwards!

Part C. Focus on Grammar. Expressing Future.

In the video¹⁵, two colleagues are talking about things they have planned for the day. Try to recognize the tenses and phrases that express their future activities.

In English, we can express the future using several tenses and phrases. The choice depends on what we want to talk about: a plan, a prediction, a timetable, or a decision.

Here is the summary of the basic tenses and phrases used for expressing future:

1. Future Simple (will + base verb form)

Examples:

- *You **will be** a great tour guide.*
- *I'll **buy** you a new one.*
- *You'll **probably need** new sneakers.*

Use:

- Predictions (often based on opinion): *I **think** France will win.*
- Spontaneous decisions: *I'll **help** you!*
- Promises: *I'll **buy** you a computer when you graduate.*
- Opinions or probability: *You will **probably** enjoy the tour.*

2. Be going to (am/is/are) + going to + base verb)

Examples:

- *Look at the clouds! **It's going to rain.***
- *I'm **going to write** a book.*

Use:

- Predictions based on evidence: *He's **going to fall!***
- Intentions or plans: *I'm **going to study** tourism next year.*

¹⁵ <https://www.youtube.com/watch?v=LiL-F77gib0>

3. Present Continuous

Examples:

- ***I'm meeting** my friends tomorrow.*
- ***We're flying** to Italy next week.*

Use:

- Arrangements already made, often with verbs of movement (go, travel, leave)

4. Present Simple

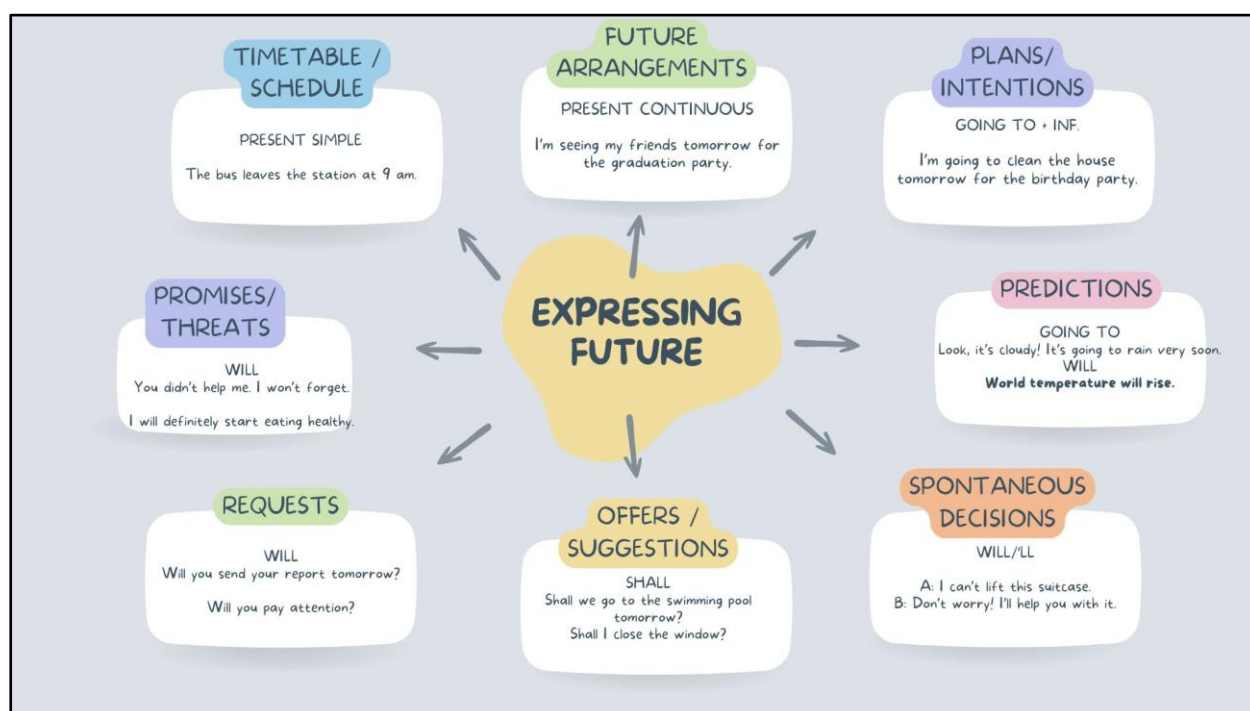
Examples:

- *Our plane **departs** at 6 pm tomorrow.*

Use:

- Official timetables or schedules (planes, events, public transport)

Common adverbials: tomorrow, the next day, next year, in two days, soon, a year from now.



Source: the author¹⁶

¹⁶ Created by the author in Canva.

Practice. Complete the sentences with different expressions of future (*Present Simple, Present Continuous, Future Simple, be going to*). Decide what meaning is expressed in each sentence.

1 You are at home with your family and the phone is ringing.

You say: 'I _____ (answer) it!'

2 You feel awful and you have a terrible feeling in your stomach.

You say: 'I _____ (be) sick.'

3 Laura has agreed to be in the office on Saturday.

You say: 'Laura _____ (work) on Saturday.'

4 I'm going to the station to meet Peter. His train _____ (get) in at seven fifteen.

5 Peter and Sue are talking:

Peter: 'What _____ you _____ (do) tonight, Sue?

Sue: 'Oh, I have plans with Sally and Jane. We _____ (go) to the cinema.

The film _____ (finish) quite early so we _____ (go) to the pub afterwards.

Peter: 'Maybe I _____ (join) you in the pub.'

Practice. Write the correct answer in each space to express future:

1 A: Let's go to the carnival, shall we?

B: Yes, good idea. I expect it _____ (be) fun.

2 A: Could I have a word with you?

B: Oh, sorry, I'm in a hurry. My train _____ (leave) in fifteen minutes.

3 A: Have you decided on the course?

B: Yes, I decided last week. I _____ (apply) for a place.

4 A: I'm trying to move this sofa, it's quite heavy!

B: Wait, I _____ (help) you!

5 A: Is the shop open yet?

B: No, but there's someone inside. I think it _____ (open) soon.

6 A: It's a public holiday next Monday.

B: Yes, I know. _____ you _____ (do) anything special?

APPENDIX 1

Revision 1

Tenses. *Present Simple, Present Continuous, Past Simple, Present Perfect, Future Simple.*
Complete the gaps with the correct tense and form of verbs in brackets.

Look at this photo! You can see how my brother and I _____ (play) with our dog. We _____ (get) our lovely labrador as a birthday present five years ago. My brother and I _____ (be) born on the same day but one year apart. This means that we _____ (celebrate) our birthdays together every year. You would think we have similar characters, but this is not so. For example, I _____ (have) a wife and two kids, and he _____ never _____ (marry). Maybe, he _____ (find) someone in the future. Last year he _____ (fly) to Miami to meet with his high school sweetheart.

Giving advice. Complete the gaps using one or two words.

1. It's a _____ to leave your money and the passport in the hotel safe.
2. _____ going to the beach at noon. It's too hot and dangerous.
3. You _____ always ask for help if you get lost.
4. Every child _____ be accompanied by an adult!

Polite requests. Complete the requests using appropriate words.

1. Would you _____ waiting in the lounge?
2. Which room _____ you like? Smoking or non-smoking?
3. _____ you spell your name please?

Translation. Translate the sentences from Serbian into English:

1. Nemojte piti vodu iz česme.
2. Možete li mi dati neke informacije o ovom dvorcu?
3. Trebalo bi da ostavite pasoše na recepciji.
4. Izbegavajte da jedete sirovu ribu.

Vocabulary. Complete the sentences with the correct job title based on the explanation.

1. A _____ checks in guests in a hotel, allocates rooms, and issues keys. (They usually work at the front desk or reception.)
2. A _____ helps people plan their holidays, books flights and accommodation, and gives travel advice. (They often work in travel agencies or online services.)
3. A _____ serves food and drinks to guests in a restaurant or hotel dining room. (They take orders and bring meals.)
4. A _____ takes care of hotel rooms, cleans bathrooms, and changes bed linen. (They work in the hotel housekeeping department.)
5. A _____ shows tourists around a place and gives information about its history, architecture, and culture. (They often lead walking tours.)
6. A _____ plans the menu, prepares meals and is skilled in cooking. (They work in restaurants, hotels, or resorts.)
7. A _____ helps passengers during flights, serves food and drinks, and ensures safety rules are followed. (They wear a uniform.)
8. A _____ is responsible for managing museum collections, organizing exhibitions, and preserving artifacts.
9. A _____ welcomes guests at a fine dining restaurant, takes reservations, and ensures excellent service. (They manage the dining room and supervise the waitstaff.)
10. A _____ looks after animals in a zoo, feeds them, cleans enclosures, and ensures their wellbeing. (They also educate visitors and sometimes assist with breeding programs.)

Vocabulary. Complete the sentences with the correct job skill or personal quality based on the explanation.

1. A tour guide needs good _____ skills to explain things clearly and interact with tourists. (This skill helps you speak and listen effectively.)
2. Hotel staff must be _____ when dealing with difficult guests or complaints. (This quality helps you stay calm and polite in stressful situations.)
3. A receptionist should have strong _____ skills to handle bookings, emails, and guest requests. (This skill involves planning, keeping records, and managing time.)

4. Working in tourism often requires excellent _____ skills, as you often work with colleagues and groups. (This is about helping others and working together to achieve goals.)
5. A waiter or waitress should be _____, always ready to help customers with a smile. (This quality is about being friendly and showing a positive attitude.)
6. A travel agent must be very _____ to find the best travel options and spot small details in itineraries. (This means paying close attention to details.)
7. A hotel manager needs strong _____ skills to make decisions, solve problems, and motivate staff. (This quality is about guiding others and taking responsibility.)
8. Cruise staff should be _____ and willing to work long hours with energy and enthusiasm. (This quality means showing excitement and commitment to the job.)

APPENDIX 2

Revision 2

Passives. Put the verbs in brackets into *Present Simple Passive* or *Past Simple Passive*:

Guy Fawkes Night, also known as *Bonfire Night* _____ almost _____ (forget) today. It is an annual commemoration, which _____ (hold) every year on November 5th. On this day, in 1605, Guy Fawkes _____ (arrest) while guarding explosives in the basement of the House of Lords. He was part of the plot to kill the king and restore a Catholic monarch. However, King James I survived and the event _____ (celebrate) with the bonfires which _____ (light) around London.

In the early years, the anniversary _____ (mark) by public gatherings and official ceremonies. At night, large fires _____ (build) but, over time, new customs _____ (introduce).

Today fireworks _____ (organize), costumes and masks _____ (wear) and songs _____ (sing) only in some parts of Britain and Canada. In modern times, safety measures _____ (take) during celebrations and public displays _____ (arrange) in city centres. At midnight, the final fireworks _____ (set off) and the celebrations _____ (bring) to an end. On this night, historical events _____ (remember) and communities _____ (bring) together through shared activities.

Vocabulary. Translate the words into English.

Serbian	English	Serbian	English
besplatno		odvojen	
blago		pećina	
cena		podrum	
glavni grad		poslužiti	
izložiti		slaviti	
obnoviti		stajati u redu	
obrok		trg	
odaja		zamak	

Vocabulary. Complete the text with the following words: *attractions, n., capital, adj., collection, n., delicious, adj., famous, adj., pond, n., public, n. &adj., statue, n., temple, n.*

Tokyo is the _____ 1 city of Japan and is full of modern and traditional _____ 2 which you can visit. One of them is Ueno Park, which is a large _____ 3 park next to Ueno Station in Tokyo. Near the entrance to the park, there is a _____ 4 of Saigo Takamori who was one of the Generals in the battle of Ueno. In the park there are plenty of cafes and restaurants where you can enjoy Japanese tea or their _____ 5 food. You can also visit the zoo, walk around the beautiful gardens or just sit by a small lake. In the middle of the _____ 6 is a small island with a traditional Japanese _____ 7 dedicated to a goddess. Today the park is _____ 8 for its many museums, and the most important one is the Tokyo National Museum. It has a large _____ 9 of artwork, photographs, books, fine art and antiquities from Japan and other Asian countries.

Translation. Translate the sentences from Serbian into English.

Da li biste želeli šolju čaja dok čekate?

Izbegavajte da putujete brodom ako imate morsku bolest.

Handling complaints. First say how sorry you are and offer a solution.

Hello, reception? I am not feeling very well. Is there anything you could do?

Hello, reception? My towels are all wet. Can you do something about it?

APPENDIX 3

Grammar Review (A2)

Tenses - Quick Guide.

Present Simple: for habits, facts, routines.

E.g. *She **walks** to school every day.*

Present Continuous: for actions happening right now or temporary actions; for describing photos.

E.g. *He **is watching** TV at the moment. / Look at this photo! We're celebrating Peter's birthday and he is wearing a Superman costume.*

Past Simple: for actions completed in the past.

E.g. *They **visited** Rome last summer.*

Present Perfect: for life experiences or actions that happened at an unspecified time in the past with relevance to now.

E.g. *I **have never tried** sushi.*

Future Simple (will): for predictions, decisions made at the moment of speaking, or future facts.

E.g. *It **will rain** tomorrow.*

Passive Voice - Quick Guide.

In English, the Passive Voice is often used to focus on the action or the result, not on who does it. It is most often used when the doer is general, unknown or obvious.

Present Simple Passive = am/is/are + past participle (V3)

- Used for routines, traditions, or facts.
E.g. *Gifts **are exchanged** during Diwali.*

Past Simple Passive = was/were + past participle (V3)

- Used for actions completed in the past.
E.g. *The streets **were decorated** with lights last year.*

Talking About the Future.

We can talk about the future in different ways, depending on what we want to say.

- **will + verb** – for decisions made now, promises, or predictions based on opinion.
E.g. *I'll help you. / It will be sunny tomorrow. / I think he will do well on the exam.*
- **be going to + verb** – for plans or predictions based on what we see.
E.g. *We're going to visit London. / Look! It's going to rain.*
- **Present Continuous** – for fixed future arrangements.
E.g. *I'm meeting my friend tomorrow.*
- **Present Simple** – for schedules or timetables.
E.g. *The train leaves at 6 a.m.*

Politeness in Tourism & Hospitality.

1. Making polite questions & requests to talk to clients respectfully and professionally.

Structure	Example
Can I / Can we...?	Can I help you with your luggage?
Could I / Could you...?	Could I have your passport, please?
Would you...?	Would you like a map of the city?
Would you mind + -ing...?	Would you mind waiting here for a moment?

NOTE: 'Would you mind' is always followed by VERB + ING FORM

~~Would you mind to wait?~~—Would you mind waiting?

Giving advice, helpful suggestions and polite warnings.

Expression	Example
You should...	You should try the local seafood.
You shouldn't...	You shouldn't drink tap water here.
You mustn't... (stronger warning)	You mustn't leave valuables in the car.
It's best to...	It's best to book your tickets in advance.
Why don't you...?	Why don't you visit the castle in the afternoon?
You should try...	You should try hiking to the waterfall.
Avoid...	Avoid going out in the heat of the day.
It's a good idea to...	It's a good idea to carry sunscreen and water.

APPENDIX 4

Final Test for Part One (A2)

Tenses. Complete the sentences with the correct tense and form (*Present Simple, Present Continuous, Past Simple, Present Perfect, Future Simple*).

John usually _____ (get) up at 6.30 am. He _____ (not do) exercises every morning but he _____ (jog) right now. Last week he _____ (go) to see his doctor who _____ (tell) him to be careful about his health. So far, John _____ never _____ (have) problems. He _____ (be) in good health ever since his childhood. However, he _____ (fall) from his bicycle two weeks ago. Luckily, he _____ (not get) hurt. The doctor says there _____ (be) something wrong with his coordination so he _____ (need) to exercise regularly. I think he _____ probably _____ (join) a fitness centre next week.

Passive. Put the verbs into *Present Simple Passive* or *Past Simple Passive*.

Every year Peter goes to Florida for the Summer Solstice Festival. The festival _____ (hold) every June near the lake. Delicious food _____ always _____ (prepare) and a lot of decorations _____ (put) up by residents. Tourists _____ (invite) to try local specialties. Local handmade products _____ (display) and local wine _____ (sell). Last year all hotels _____ fully _____ (book) during the festival. A lot of children _____ (bring) by their parents because numerous activities _____ (organize) for the youngest visitors. Some of the rooms in the Lake Hotel _____ (reserve) by journalists who came for the media conference.

Future. Complete the sentences with the correct tense to express future. Use each tense at least once (*Present Simple, Present Continuous, Future Simple or BE GOING TO*).

1. I _____ (fly) to Berlin next weekend for a conference. It's been arranged.
2. Don't worry, we _____ (find) a good restaurant nearby.
3. The museum _____ (close) at 7 p.m. tomorrow.
4. Look at the queue! The show _____ (start) soon.
5. After the tour, I _____ (take) some photos of the castle.
6. The ferry _____ (depart) at 8:30 in the morning, so don't be late!

Translation. Translate the sentences from Serbian into English.

Preporučila bih vam krstarenje. _____

Da li bi vam smetalo da sačekate na recepciji? _____

Reading and Vocabulary. 'Sunny Torquay B&B'

Perfectly positioned on the main beach and only a twenty-minute walk from the lively centre, 'Sunny Torquay B&B' is a classic British inn and an ideal place to stay in the traditional English seaside resort of Torquay. Located along a peaceful tree-lined road, the guesthouse combines a relaxing atmosphere with convenient access to local attractions, shops, cafés, and entertainment.

The B&B offers ten comfortable double rooms, all en suite and equipped with tea and coffee making facilities, a hair dryer, free Wi-Fi, a modern TV, and a steam iron. Some rooms also have lovely sea views, allowing guests to enjoy beautiful sunsets over the bay. Guests can start the day with a traditional full English breakfast prepared with locally sourced eggs, sausages, and ham for only \$8, served in the bright and welcoming dining room.

In the afternoon, visitors can relax with a refreshing drink from the cosy bar at reasonable prices or enjoy the sunshine on the inviting outdoor terrace. Families with children are especially welcome, and the friendly staff are always happy to help. Complimentary parking is available for five cars, but spaces must be reserved in advance.

Nearby attractions include a zoo, the historic harbour, and Torre Abbey, famous for its 800 years of history and beautiful gardens. Guests can also enjoy boat trips, coastal walks, and water sports during the summer season. Daily buses connect the B&B with all major attractions in the area, making it easy to explore the English Riviera without a car.

A. Reading Comprehension. Based on the text, answer the questions.

1. What facilities are available in the rooms?
2. What local ingredients are used for breakfast?
3. Where can guests relax with a drink?
4. Why is the B&B suitable for families?
5. How many parking spaces are available?
6. Why should guests reserve parking in advance?
7. What activities are available during the summer?
8. How can visitors travel around the area without a car?

B. Vocabulary. Complete the explanations with the words from the text.

1. _____ is when you do not pay for the service.
2. If the town is near the sea, it is a _____ town.
3. If the room has one large bed for two people, then it is a _____ room.
4. _____ is a typical British establishment where you can find a room to sleep but also have some food and drinks.
5. _____ means that it happens every day.
6. The sports centre offers great _____ for visitors, such as swimming pool, gym, sauna and indoor cycling.
7. When the price is _____ it means that the product is good value for money.
8. The Eiffel Tower is probably the most famous tourist _____ in the world.
9. All rooms in the hotel are _____, so each room has its own bathroom.

Writing. Choose one topic you like best and write 40-60 words about it.

1. Write a short dialogue at the hotel reception. Choose the situation – e.g., checking in; giving advice about excursions; guests' complaints.
2. Write an email to your friend describing the hotel and the resort you are staying at for your holiday. Talk about the location, facilities, what you like and don't like.
3. Write about a unique region you are familiar with and describe its location, scenery and explain why it attracts visitors.
4. Write a job description of a tourism-related job you are familiar with. Think about what knowledge and skills are needed.

Part Two

English for Tourism and Hospitality – Intermediate (B1)

B1 Overview

Topics

- **Module 1:** Tourism and travel; Tourism terminology; Types of tourism.
- **Module 2:** Project work – planning a holiday for a target group.
- **Module 3:** Key concepts of travel writing today; Differences in British/UK and American/US English.
- **Module 4:** Cultural heritage promotion; Promoting culture through food; Presenting heritage festivals or traditional celebrations.
- **Module 5:** Enhanced tourism promotion; Exploring open-air museums; Technological innovations and digitalization;

Grammar

- **Module 1:** *Present Simple / Present Continuous / Present Perfect Simple / Present Perfect Continuous.*
- **Module 2:** Language structures relevant to project work.
- **Module 3:** Talking about past experiences (*Past Simple / Past Continuous / Present Perfect*); The use of articles (*a/an, the, no article*).
- **Module 4:** Passive Sentences (*Present Simple / Present Continuous / Present Perfect / Past Simple / Future Simple / modals*) to describe the procedures and events.
- **Module 5:** Word formation; Talking about preferences (*I'd rather/I'd prefer/ I prefer/I like*).

MODULE 1

TOURISM AND TRAVEL

Overview

After completing Module 1, you will be able to:

- understand key concepts about tourism and travel, analyse and discuss them in English.
- understand, analyse and discuss different types of tourism and holidays.
- revise and use Present Tenses in English (*Present Simple, Present Continuous, Present Perfect, and Present Perfect Continuous*).

Part A. Tourism Terminology.

Video. Before you watch the video think about the following: Is there a difference between a traveller and a tourist? How do you understand these differences, if any?

Watch the video below to see one of the possible explanations. What does the author say about the difference? Do you agree with him or not? Explain.

‘Curious Pavel’ Video: <https://www.youtube.com/watch?v=GM0L5DYGeHQ>



Source: the author's personal photo.

Writing. Remember the last time you visited a monument or a famous tourist site. What do you remember about it? Find out more about the interesting facts and write down a brief description about it (120 words) and include a photo.

Reading. Understanding Tourism Terminology. In this text you will read about basic tourism terms as explained by the UNWTO. Read the text and complete the tasks.

What is tourism? Do you know its definition in English?

Because tourism can be defined in numerous ways, the United Nations World Tourism Organization (UNWTO) created a common glossary of terms for tourism (<https://www.unwto.org/glossary-tourism-terms>). It defines tourism as a social, cultural and economic *phenomenon* which leads to the movement of people to countries or places outside their usual *environment* for personal or business/professional *purposes*, but with pleasure being the usual motivation. These people are called *visitors* (which may be either tourists or *excursionists*; *residents* or *non-residents*) and tourism has to do with their activities, which may or may not involve market transactions, be the same or different to their usual activities. These activities represent the actions and *behaviours* of people in preparation for and during a trip in their capacity as *consumers*.

Who is a tourist according to UNWTO?

First, let us see who is a **traveller**? A traveller is someone who moves between different geographic locations for any purpose or any duration. If you travel within your country, you are a *domestic* traveller. Travelling to a country by non-residents is called *inbound travel*, whereas travelling outside a country by residents is called *outbound travel*. A *trip* refers to the travel by a person from the time of departure from his usual *residence* until he/she returns. It thus refers to a **round trip**.

A **visitor** is a traveller taking a trip to a main destination outside their usual environment, for less than a year, for any main purpose (business, *leisure* or other personal purpose) other than to be employed in the country or place visited. These trips qualify as tourism trips. A visitor is classified as a *tourist* (or *overnight visitor*) if their trip includes an overnight stay, or as a *same-day visitor* (or *excursionist*) otherwise.

Reading comprehension – True or False.

1. Traveller and tourist mean exactly the same.
2. The purpose of travel can be either business or pleasure.

3. Inbound tourism is when you travel to a different country.
4. Tourists usually travel for at least one day and one night.
5. Tourists can never be from the same country.
6. A round trip means when you travel around a destination.

Vocabulary. Find the English counterparts in the text.

Serbian	English	Serbian	English
domaći putnici		potrošači	
inicijativni turizam		putnik	
izletnici		receptivni turizam	
mesto boravka		slobodno vreme, razonoda	
okruženje		stanovnik, rezident	
pojava		svrha	
ponašanje		turista	
posetilac		zadovoljstvo	

Vocabulary. Complete the sentences using the following words: *crossing(s)*, *cruise*, *flight*, *journey*, *travel*, *trip(s)*, *voyage*.

1. I don't like using a _____ agent, and I arrange my holiday with friends.
2. Christopher Columbus made his first _____ from Europe to America in 1492.
3. He is flying to London tomorrow. His _____ is scheduled for 10.30.
4. Our manager is on a business _____ until the end of the week.
5. His _____ from Boston to Tokyo was very tiring.
6. If you want to travel by ferry from England to France, there are about 20 _____ between Dover and Calais every day.
7. I'll get you some _____ brochures so you can start planning your holiday.
8. Last Saturday, we went on a day _____ to Sombor. It was really amazing!
9. The Titanic sank on its maiden _____.
10. How long is the _____ from Novi Sad to Belgrade? /About one hour.
11. They went on a _____ along the Danube River for their honeymoon.

Speaking. Are you a tourist or a traveller? Describe how you plan your trip. Talk about the destination, accommodation choice, transport preferred, and budget.

Part B. Types of Tourism.

Listening. Listen to a family talking about holidays and complete the table.

Family member	Destination	Activities	Types of tourism

Speaking. Choose two or three types of tourism from the box and try to explain them in your own words. Give a description or a definition and support your answer with some examples.

<i>adventure travel</i>	<i>archaeological tourism</i>	<i>corporate travel</i>
<i>culinary tourism</i>	<i>cultural tourism</i>	<i>ecotourism</i>
<i>educational tourism</i>	<i>nautical tourism</i>	<i>pilgrimage</i>
<i>religious tourism</i>	<i>rural tourism</i>	<i>safaris</i>
<i>volunteer travel</i>	<i>wildlife tourism</i>	<i>wine tourism</i>

Here are some useful words to talk about different types of tourism.

- *relax, have fun, explore, learn a language, celebrate, taste wine, do business*
- *responsible travel, sports events, religious events, backpacking, visiting museums, sightseeing, study trips, trade fairs, business trips*

Part C. Focus on Grammar. Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

Dialogue. Planning the next trip.

Before reading the dialogue, check if you are familiar with the vocabulary. Match the words/phrases from the dialogue (Column A) with their meanings (Column B).

A. Travel expressions	B. Meaning
1. travel blog	A. A schedule or plan for your trip
2. itinerary	B. Decide what you are going to do while on a trip
3. travel influencer	C. Write or make visuals about your opinion related to your travel experience, the service provided, the food, the destination, etc.
4. book a flight	D. A person who shares travel content online
5. figure out	E. Environmentally responsible travel
6. travel reviews	F. A (personal) website with stories and tips from travellers
7. eco-friendly travel	G. Be open to changes or new ideas while travelling
8. be flexible	H. Buy a ticket for a flight

Now read the dialogue and focus on the tenses.

- What do you know about the tenses, their form and usage?
- Check your knowledge in the tables below the dialogue.

Lena: Hey, Sam! *Are you planning* any trips for the summer?

Sam: Yeah, I *am thinking* about going to Portugal. I *haven't decided* yet, but I *have been looking* at some travel blogs for ideas.

Lena: Sounds great! I *plan* my trips months in advance. I *like* to make a detailed itinerary.

Sam: I *prefer* to be more flexible. I usually just *book* the flight and accommodation, and the rest I *figure out* when I get there.

Lena: That's brave! I *have* always *used* social media to find places to visit—Instagram especially. Travel influencers *have given* me so many ideas.

Sam: Really? I *don't trust* social media that much. Sometimes it *shows* only the good side of things. I *have had* a few bad experiences because of that.

Lena: True, but I *have been following* a few reliable accounts. They *post* honest *reviews* and even tips for avoiding crowds.

Sam: I *see* your point. Actually, I *have been thinking* about starting a travel journal myself. I *have visited* five countries this year, and I *want* to remember everything!

Lena: That's a great idea. I *am writing* one too! It *helps* me reflect on the places *I've been* to.

Sam: So, where *are you going* next?

Lena: I *haven't booked* anything yet, but I *have been searching* for eco-friendly travel options. I *try* to travel responsibly.

Sam: Me too. Let's share our plans again soon. Maybe we *can go* somewhere together!

Present Simple (-(e)s/ do, does)

Examples	Meaning
<i>My mother teaches French.</i>	state of fact
<i>Every Sunday I go to the farmer's market.</i> <i>I don't buy fruit in a supermarket.</i>	habits
<i>The Danube flows through Novi Sad.</i>	general truth
<i>The bus leaves at 8.02.</i> <i>When does the bus leave?</i>	fixed future, schedule
<i>Don't shout! I hear you quite well.</i> <i>I think you should practice more often.</i>	special verbs: verbs of senses, emotion, perception, opinion

Signal words: *every day/ often/ always/ sometimes/ never.*

Present Continuous (am, is, are + Present Participle (verb + '-ing'))

Examples	Meaning
<i>Peter is watching the game now.</i> <i>Sue isn't practicing at the moment.</i>	happening at the moment of speaking
<i>I am working on the beach this summer.</i>	temporary action
<i>Are we meeting with friends on Saturday?</i>	future arrangement
<i>More British tourists are coming to the festival.</i>	trends, progress

Signal words: *now/ at the moment/ as we speak/ In this picture /Look! /Listen! / this week.*

Present Perfect (have / has + Past Participle)

Main meaning: Something that started in the past and is still true in the present. The emphasis is on the results, they are visible.

Examples	Meaning
<i>I have prepared the dinner. (= The dinner is ready)</i> <i>She hasn't finished her book yet.</i>	Results of the past action are important in the present.
<i>I have just done my homework.</i>	a recently completed action
<i>She has lived in Canada since 2007.</i>	the situation is still true in the present.

Signal words: *just/ yet/ never/ already/ ever/ so far/ up to now/ recently/ lately/ since/ for.*

Present Perfect Continuous (have been / has been + Present Participle (verb + '-ing'))

Main meaning: Something has started in the past and is still true and ongoing in the present. The emphasis is on the duration.

EXAMPLES	MEANING
<i>I have been reading this book for a month. I don't know when I will finish it!</i>	action started in the past and is still going on in the present.
<i>I have been waiting for their answer for five months.</i>	it was too long
<i>They have been coming to the area for years.</i>	repeated action that started in the past and is still continuing

Signal words: *since.../for.../all day/the whole day/ ; Questions with 'how long'.*

Practice. Put the verbs in brackets in the correct tense – *Present Simple*, *Present Continuous*, *Present Perfect*, *Present Perfect Continuous*.

1. John _____ (look) for a perfect holiday for years. He can't find the right one.
2. My friend _____ (listen) to music every evening.
3. Look! It _____ (rain) now so we can't go to the beach.
4. I am happy with one car. I _____ (not see) the point of having two cars.
5. Some of my friends from school _____ (come) over tomorrow night. Why don't you come as well?
6. The sun _____ (rise) in the east.
7. She _____ (interview) the famous rock star at this very moment.
8. They usually spend Christmas in the mountains, but this year they _____ (fly) to Hawaii.
9. The bus always _____ (leave) at 8.05.
10. This is my school. I _____ (work) here since 2008.

Practice. Complete the sentences with *Present Perfect* or *Present Perfect Continuous*.

1. How long _____ you _____ (know) John?
2. How many times _____ (Sophie/ visit) Paris?
3. He _____ (paint) his room all morning, and it still isn't finished.
4. My mother _____ never _____ (be) to the U.S.
5. This is the most impressive exhibition I _____ ever _____ (see).
6. Why are you so tired? _____ (you/run)?
7. She _____ (try) to call you since yesterday.
8. I _____ (read) that book before — it's really interesting.
9. We _____ (not hear) from Tom for weeks.
10. It _____ (rain) since early morning.
11. He _____ (not complete) his project yet.
12. How many pages _____ (you/write) today?

Practice. Put the verbs *think, see, taste, look, smell* in the correct tense and form using *Present Simple, Present Continuous, Present Perfect* or *Present Perfect Continuous*. Explain your choice. There might be more than one option.

Examples:

1. I *can hear* music coming from the next room. (*state – perception*)
 2. I *hear* you work as a tour guide now. (*state – information*)
 3. I *am hearing* strange noises outside – it's a bit scary. (*activity – happening now*)
-
1. A: What _____ you _____ of the new song by Adele?
B: I really like it!
 2. I _____ for my coat for the past two hours, but it's nowhere around. _____ you _____ it anywhere?
 3. This soup _____ delicious.
 4. I _____ *Coldplay* on Wednesday- I can't wait!
 5. A: Where are Mark and Peter?
B: They _____ wine all around Italy for the past three months.
They are still there.
 6. _____ you _____ what I mean ?
 7. I _____ never _____ fish and chips before, but I don't like them.
 8. This ice-cream _____ fantastic!
 9. I _____ this film twice this year. It's really good.
 10. She _____ just _____ *Snow Patrol* perform live!
 11. A: What's she doing? B: She _____ the sauce to see if it is too hot.
 12. That dress _____ interesting.
 13. I _____ smoke in the kitchen.
 14. What's she doing? She _____ the flowers to choose the best ones.

MODULE 2

PROJECT WORK

Overview

After completing Module 2, you will be able to:

- collaborate with team members on a project.
- find resources, gather information and compare the best holiday packages for a specific target group.
- organize the information and prepare it for publishing on social media.
- calculate the budget for individual travellers and for the group.
- critically evaluate the project, the process and teamwork in a form of a 2-3 min video.

*This module will prepare you for the **two pre-exam assignments** (tasks) which are project-based. **The first task** is to **create and compare** two holiday plans for a budget holiday (realistic goals and costs) that will be prepared for a social media presentation (using e.g. Canva). You will collaborate with your colleagues on the task and use a shared document for collaboration (e.g. Google Workplace, Padlet). The teacher will moderate your activities and help you collaborate in a synchronous (in-person or online collaboration in the real time) and asynchronous (using shared documents, email, social media groups) mode. **The second task** is to record a video with your reflection on the project; this part is completed individually.*

Part A. Vocabulary for Holiday Planning.

Before you discuss how you plan your holiday trip, look at some of the key words.

Put the words related to spending money and buying into the right column: *bargain, clearance sale, consumer, customer, deals, discounts, half-price, holiday package, items, loyalty card, online shopping, outlet store, purchaser/buyer, purchases, refund, retail price, return policy, special offers, travel on a budget, two for the price of one.*

Category	Example
Things we buy	
People who buy	
Buy at a lower price	

More vocabulary for holiday planning: *accommodation, all-inclusive, booking platform, cancellation policy, destination, excursion, flight comparison site, guided tour, hidden fees, itinerary, package deal, tourist trap, travel agency website, travel arrangement, travel insurance.*

Put the following phrases in the correct column in the table below: *24-hour reception, à la carte dining, adjoining/connecting rooms, airport shuttle, all-inclusive resort, bed and breakfast (B&B), boutique hotel, buffet breakfast, campsite / camping ground, concierge service, conference room, deluxe room, dormitory (hostel), double room, family room, free Wi-Fi, full board (FB), guesthouse, gym / fitness centre, half board (HB), holiday apartment, homestay, hostel, hotel, in-room safe, laundry service, lodge, luggage storage, minibar, motel, resort, room only, room service, self-catering, single room, spa / wellness centre, suite, superior room, swimming pool, twin room.*

Category	Example
Types of accommodation	
Types of rooms	
Board (meal plan)	
Hotel facilities and amenities	

Part B. Group Task – Planning a Three-Day Trip.

Instructions

*In pairs or groups of 3–4, choose a destination (realistic for travelling on a budget) and plan a social media presentation (text with images or video) for **a trip that lasts two or three days**. You will need to **create** and **compare two holiday plans** for a specific target group including the following information:*

- Destination (where you go)
- Accommodation and board (where you stay and what your meal plan is)
- Activities (what you can do each day) – you do not need to go in too much detail.
- Transport and transfers (how you travel)
- Total budget breakdown (transport, food, activities, etc.)

To complete the task, you will need to work together to find information on travel agency websites, their social media, and travel blogs to *compare the information* and *choose the best deals*. Think about your *target group of travellers* (a group of friends, a couple on a honeymoon, a family, a bachelor or a bachelorette party trip, etc).

Create a shared document (e.g., a Padlet, Google Workspace, Prezi) and include the sections listed below and organise them in the clear and logical way.

Slide 1

Title: (E.G. SALZBURG LAKES BICYCLE TOUR)

Team members: State clearly who was responsible for what in the project.

Slide 2

Travellers' target group:

Destination: A short description of the destination (e.g. the city, the seaside town, the country)

Number of travellers:

Slide 3 – Holiday option 1

Accommodation and board: A short information on what type of accommodation and meals are available, including the link to the hotel.

Activities, excursions:

Budget per person: € _____. Show the breakdown of the costs.

Total budget per group: € _____

Slide 4 – Holiday option 2

Accommodation and board: A short information on what type of accommodation and meals are available, including the link to the hotel.

Activities, excursions:

Budget per person: € _____. Show the breakdown of the costs.

Total budget per group: € _____

Slides 5 – Comparing the two options.

- Compare the two options.
- Give the final recommendation for your target group.(depending on the size of the team)

Slide 6 – Resources with short comments.

E.g., Booking.com; Airbnb.com; E-dreams; Austria.info...

Use information from different websites or social media accounts.

Make short comments on how valuable the resources were.

Note on the use of AI: GenAI cannot be used for creating the presentation and generating the text on the slides and/or for videos. It can only be used in the initial brainstorming of ideas which then need to be developed by the team members using the sources such as websites or social media of travel companies, travel agencies, hotels, travel influencers, etc.

Part C. Individual task – Video Reflection (Video 2-3 minutes).

*This is a **pre-exam assignment** and weighs 10 points. It should be done after the group project (the presentation) has been completed since the task is about your personal reflection on the project work.*

You will record a personal reflection in the form of a 2-3-minute-long video about your work on the project. Include the following:

- Your holiday plan highlights – what are the best parts? What special offers or bargains have you found?
- What makes your plan a good deal and/or unique?
- In your opinion, which resource was the best for planning your travel, activities and/or accommodation?
- What did you enjoy most about planning the holiday?
- What were the challenges of working in a group and how did you respond to them?

Note on the use of AI: GenAI cannot be used to generate ideas or create any part of this task. The task is about your own experience and your own reflection on the process of working on the project and in a team.

MODULE 3

SHARING TRAVEL EXPERIENCES

Overview

After completing Module 3, you will be able to:

- understand key concepts of travel writing, analyse and discuss them in English.
- recognize the differences between British/UK English and North American English.
- discuss past experiences and the style of travel writing and promotion.
- revise and use articles *a*, *an*, *the* in English.
- revise and use Present Perfect, Past Simple, and Past Continuous tenses in English.

Part A. Travel Writing Today – What’s Changing?



Source: the author.¹⁷

Travel writing has changed enormously in recent years. The COVID-19 pandemic stopped travel and reduced income for many travel writers and bloggers. Although travel books were still popular, many blogs with simple, general information lost readers. When people couldn't travel, they stopped reading basic travel content. More recently, another big change

¹⁷ Created by author in Claude.ai.

has been the use of Artificial Intelligence (AI), like ChatGPT. These tools can create simple articles quickly, so travel writers must now offer something special, such as a personal style and a unique voice.

Good travel blogs are more than just information. They include strong writing, beautiful design, and honest stories. Some people still read them even when they can't travel, because the writing feels real and personal. However, Google often shows only the most popular blogs at the top of search results. This means readers might not always find the most original ones.

Starting a travel blog can change your life. Many people begin by writing for friends and family, but their blogs become more serious over time. Choosing a name is important — it should be interesting, easy to remember, and show your style. The name becomes your brand.

Social media has also changed how we connect with others. Many people — especially after the pandemic — feel lonely and spend more time online. On the other hand, some are even taking a break from social media, called a “detox.” People worry that too much online time is hurting our real-life social skills.

A great travel blog shows real adventures, honest writing, and strong photos. These blogs help readers learn about the world. But not all travel blogs are respectful. Some bloggers post perfect photos in poor places, without thinking about the local people. True travel and travel writing should focus on learning, not just taking photos for likes.

Vocabulary. Match the words from the text with their meaning.

Word	Meaning
authentic, adj.	A Content that attracts attention but has little value.
brand, n.	B Something that is not special or unique.
clickbait, n.	C Real or true, not fake.
connection, n.	D The name or image that represents a person or business.
evolve, v.	E Money that person receives from work.
generic, adj.	F Relationship or link between two things or people
detox, n.	G To make less, to cut down
income, n.	H To change and develop over time
reduce, v.	J A short break from something harmful (like social media)

Reading comprehension. Based on the text about the travel blogs you have just read, answer the questions below. According to the text,

1. What caused a drop in readership for travel blogs focusing on generic content?
2. What are some qualities of travel blogs that people visit even when they cannot travel?
3. What is one of the initial motivations for many people who start a travel blog?
4. What is a crucial element in creating a successful travel blog name?
5. What is a growing concern related to social media's impact on individuals?

Listening. Listen to the interview with a travel agent about their company's e-marketing strategies and say if the sentences are true or false. Explain your choice.

1. They use TV and radio adverts.
2. They sometimes place ads in magazines they think their target customers buy.
3. They advertise in specialist travel brochures, leaflets or tourism guides.
4. Their main marketing area is online.
5. They use a combination of low-cost e-marketing strategies.
6. They don't like social networking sites.
7. They never advertise on search engines.
8. It's not possible to book online.
9. They have great word of mouth marketing through their forum.

Part B. Talking About Past Experiences.



Source: the author.¹⁸

Look at the illustration above, it tells a story about a travel experience. How would you describe the situations and events on the pictures?

Vocabulary. Below is a short text describing a similar travel experience that could be part of a travel blog. Try to complete the text with the words from the box.

Instructions: First, read the whole text and think about which words would be the best to complete a gap. Consider the meaning of the potential word and the word class, for example, if it should be a noun or an adjective. For the second reading, use the words from the box to complete the text. After you have completed the task, discuss the meanings and why such a style was used.

Complete the text with the nouns and adjectives from the box.

<i>advice, n.</i>	<i>breathtaking, adj.</i>	<i>cottage, n.</i>	<i>overpriced, adj.</i>
<i>remote, adj.</i>	<i>surroundings, n.</i>	<i>touristy, adj.</i>	
<i>untouched, adj.</i>	<i>waterfall, n.</i>	<i>queues, n.</i>	

¹⁸ Created in Co-pilot by the author.

Last summer, I had an incredible experience travelling to a _____ village nestled in the mountains in the middle of nowhere. Wanting to fully immerse myself in the peaceful _____, I decided to rent a _____ overlooking the valley. Each morning, I woke up to _____ views of rolling hills and mist-covered forests. One afternoon, while I was hiking through the area, I found a stunning _____, hidden deep in the woods. I had never seen something so spectacular before.

Before the trip, my friend suggested I should step out of my comfort zone and embrace adventure. I have been to the seaside several times, but I have never considered hiking in the woods as my cup of tea. Taking her _____, I spent a few nights roughing it in a tent, cooking over a fire, and exploring _____ trails.

After that, on my last two days, I really wanted to enjoy a bit of luxury in the nearby city and visit the famous palace, which is a magnificent historical site filled with rich culture and fascinating stories. My friend warned me that the main square of the city was unfortunately too _____, but I ignored her advice and went anyway. Sure enough, it was packed with crowds, _____ souvenirs, and long _____. Despite that small disappointment, the trip was unforgettable!

Note. Adjectives are often used in promotional tourism discourse to describe a destination, service or food, to emphasize the positive aspects of the destination, and to attract tourists. However, in guests' and visitors' reviews we sometimes encounter negative descriptions as well. *Which of the adjectives are positive and which are negative in the text above?*

Verbs. Look at the verbs from the text. Are you familiar with their meaning?

be packed with, decide, embrace, encounter, fill with, hike, immerse, nestle, rough it, wake up, warn.

Part C. Focus on Grammar. Past Tenses Made Simple.

When talking about past travel experiences, we often use *Past Simple*, *Past Continuous*, *Past Perfect* for past events, and *Present Perfect* for a more general context to the experience. When telling travel stories to guests or writing about trips, combine these tenses to make your story clear and interesting! At this level, the focus will be on the differences in use of the *Past Simple*, *Past Continuous*, and *Present Perfect*. Below are the examples of use and form.

Past Simple

Use it to talk about complete actions at a specific time in the past.

- *We **visited** Paris in 2022.*
- *I **stayed** at a small family-run hotel near the beach.*

Signal words: last year, in 2019, yesterday, two days ago, when I was in Rome...

Present Perfect

Use it to describe experiences in your life in general.

- *I **have been** to Italy three times.*
- *She **has never tried** Japanese food before.*

Signal words: ever, never, already, just, yet, so far, recently.

Past Continuous

Use it to set the background or talk about something that was in progress in the past, often when another action interrupted it.

- *I **was taking** photos when my phone fell into the river.*
- *While we **were hiking**, it suddenly started to rain.*
- *Mum **was reading** a book while we **were swimming**.*

Signal words: while, when, as

Practice. Put the verbs in brackets in the *Past Simple*, *Past Continuous*, or *Present Perfect* and explain your choice.

1. Look! There is so much food here. Nobody _____ (eat) anything.
2. In January, we _____ (employ) three new members of staff.
3. You can't get through! The road is closed! There _____ (be) an accident.
4. While she _____ (run) in the woods, she _____ (see) a huge bear in the distance.
5. They _____ (catch) 10 kilos of fish when they were on a cruise.
6. This is the most beautiful beach I _____ (see) in my life.
7. While we _____ (explore) the old city, we suddenly _____ (get) lost.
8. I _____ (not try) traditional Japanese food before.
9. Look! Someone _____ (leave) their backpack on the bus.
10. A: _____ you ever _____ (climb) a mountain?
B: Yes, I _____ (climb) Mount Kilimanjaro two years ago.
11. I _____ just _____ (arrive) at the hotel, and it looks amazing!

Writing. Sharing a memory. Write a similar passage about your own trip and use at least 6 new words or expressions from the text. Make your description personal, based on your real travel experience. Use various past tenses discussed above.

Part D. British and American English.



Vocabulary. Look at the pictures¹⁹ above which contain North American vocabulary.

Can you think of a British word for each?

¹⁹ Photo credits:

1. Jason Leung on Unsplash
2. Jamal McClerkin on Unsplash
3. Preston A Larimer on Unsplash
4. Brent Pace on Unsplash

Complete the table below.

North American (U.S.)	British (U.K.)
Restrooms	
Freeway	
Sidewalk	
Gasoline	
Trailer	
Truck	
One way ticket/Round trip	
Line (wait in a line)	
Trunk (of a car)	
Downtown	
Parking lot	
Apartment/Condo	
Movie theatre	
Garbage can	
Check (when paying in a restaurant)	

Practice. Replace the North American words in bold with the British ones.

1. Could you turn off the **faucet**, please? I think it's still dripping.
2. We're having a barbecue in the **backyard** this Saturday if you'd like to come.
3. I always keep a **flashlight** in my car in case of emergencies at night.
4. Do these **pants** look too formal for a casual dinner?
5. I need to organize my **closet**—it's full of clothes I don't wear anymore.
6. To open this jar, you have to twist the lid **counterclockwise**.
7. Can you grab a clean **diaper** from the bag? The baby needs changing.
8. We're out of **dishwashing liquid**—can you add it to the shopping list?
9. Let's open the **drapes** and let some sunlight in—it's too dark in here.
10. There's a little **ladybug** on the window—it must have flown in from the garden.
11. The **mailman** just delivered a package for you—do you want to open it now?
12. Don't forget to sprinkle some **powdered sugar** on the pancakes—it makes them taste even better.

British and North American Pronunciation. Listen and compare the pronunciation.

WORD	BRITISH	NORTH AMERICAN
tomato	tə'mɑ:tou	tə'mertou
data	'deɪtə	'dætə, 'dɑ:tə
leisure	'leɜər	'li:ʒər
vase	vɑ:z	veɪs
thorough	θʌrou	θɜrou
router	ru:tər	'rautər
anti	ænti-	æntaɪ
z	zed	zi:

Differences in the use of the Present Perfect Tense.

In British English (BrE), there is a **strong preference for Present Perfect** when the result is relevant now. It is especially common with *just, already, yet*.

- *I can't find my umbrella. **Have** you **seen** it?*
- *They **have already seen** it.*

In American English (AmE), **Past Simple** is often used in the same situations. However, Present Perfect is still correct, just less common.

- ***Did** you **see** it?*
- *They **already saw** it.*

This means that British English emphasizes the present result, and American English is more flexible and often considers the same situation as a finished past action.

Differences in Past Simple Tense and Past Participle.

British English allows both and American prefers -ed.

Verb	British English	American English
burn	burnt	burned
dream	dreamt	dreamed
spoil	spoilt	spoiled

Differences in verb agreement with collective nouns.

In **British English**, collective nouns, (e.g. *crew, staff, government, class, team*) can be followed by a singular or plural verb depending on whether the group is thought of as one idea, or as many individuals).

- *My team **is** winning.* (team as a whole)
- *The other team **are** all sitting down.* (team members as individuals)

In **American English**, collective nouns are always followed by a singular verb.

Delexical²⁰ verbs *have* and *take*.

British English uses *have* for everyday activities.

- *I'd like to **have** a bath.*
- *She's **having** a little nap.*
- *I thought we would **have** a cheap holiday.*
- *I'll just **have** a quick shower before we go out.*

In **North American English**, the verb **take**, rather than *have*, is used in these contexts, e.g.

- *Joe's **taking** a shower.*
- *I'd like to **take** a bath.*
- *Let's **take** a short vacation. (British: Let's go on a short holiday.)*
- *Why don't you **take** a rest now?*

Auxiliaries and modals.

*They **needn't** come to school today.* (British)

*They **don't need** to come to school today.* (both)

***Shall** we ask him to come with us?*

***Should** we ask him to come with us?*

²⁰ Delexical verbs are when the meaning is taken out of the verb and put into the noun the noun.

Prepositions.

British English - *at the weekend*

American English - *Will they still be there on the weekend?*

British English – **different from/ to** (more informal)

*This place is **different from/to** anything I've seen before.*

American English – **different from/than** (preferred in American English)

*This place is **different from/than** anything I've seen before.*

In British English, **to** is always used after the verb write, e.g.

*I **promised to write to her** every day.*

In American English, **to** can be omitted after write.

*I **promised to write her** every day.*

Part E. Focus on Grammar. The Use of Articles.

In the table below, there is a summary of basic uses of articles.

	Meaning	Use	Use it with
A(N)	one of many	introducing something new or for the first time	singular countable nouns
THE	the only one(s) or the particular one(s)	talking about something mentioned before or known both to the speaker and the listener	with singular or plural countable nouns
NO ARTICLE	all or the quantity is not certain	talking in general about something	uncountable nouns or plural countable nouns

Here are some examples:

*Is there **a** supermarket near here? (one of many)*

***The** supermarket is over there just on the corner. (the particular supermarket)*

*Here are **the** flowers I've got from my birthday party! (the particular flowers)*

***Flowers** are so lovely and colourful at this time of the year. (flowers in general)*

***The** wine for the party is in the fridge. (the particular wine)*

*Have **some cheese and wine**. It's top quality! (the quantity is uncertain, have as much as you want)*

The Definite Article with Geographical Names.

Look at the examples and try to think of the rule.

Rule 1: _____

the Uffizi, the Prado, the Louvre, the Victoria and Albert

Rule 2; 2a: _____

the Nile, the Thames, the Danube; the Atlantic, the Pacific, the Adriatic

Rule 3; 3a: _____

Lake Ontario, Lake Garda; (Mount) Everest

Rule 4: _____

the Seychelles, the West Indies, the Philippines

Rule 4a: _____

Malta, Sri Lanka, Rhodes

Rule 5, 5a: _____

the Sahara; the Alps, the Himalayas, the Rockies

Rule 6: _____

the Czech Republic, the USA, the UK, **the** Republic **of** Serbia

Rule 7; 7a; 7b: _____

Innsbruck, Belgrade; Switzerland, Serbia; Europe, Africa

Rule 8: _____

the British, the French, the Serbs, the Hungarians

Rule 9: _____

the beaches of Goa, the Tower of London, the Mayan ruins of Yucatan

Rule 10: _____

Madam Tussauds; St. Basil's Cathedral; Lenin's Mausoleum

The Definite Article – Other Uses.

Read the sentences and find the rule.

***The biggest influences** on tourism have been politics and technology.*

*I'll meet you **in the lobby**.*

***The price** you gave me was wrong.*

*She bought **a** map and **a** guidebook but took **the** map back, because it wasn't detailed enough.*

*She is British and her husband is Greek. BUT: **The** Spanish won the World Cup again!*

Compare *a few/few*; *a little/little*.

- *I'm afraid we need to buy apples for the recipe. There **are only (/) few** left in the fridge.*
- *You need **a few strawberries** to put on top of the cake.*
- *She speaks **a little French**, enough to order food.*
- *Add **a little sugar** to improve the taste.*
- *There is **(/) little milk** left, so we can't make the sauce.*
- *He has **(/) little experience** in cooking.*

Practice. Complete the sentences with A, AN, THE or (/) – general uses.

1. I need ____ onion for this soup, but there isn't any left.
2. I need ____ butter for this recipe, but we've run out.
3. I need ____ carrot for the salad, but there's none at home.
4. Is that ____ "S" or ____ "5"? I can't tell.
5. Is that ____ "M" or ____ "N"? It's hard to read.
6. She comes from ____ Asian country, but I'm not sure which one.
7. I really liked ____ movie you recommended to me.
8. If I won the lottery, I would buy ____ villa in Italy and ____ flat in Paris.
9. Do you remember ____ title of his last book?
10. This university has ____ excellent reputation. It's _____ the best in the country.

Practice. Complete the sentences with A, AN, THE or (/) – all uses.

1. What's ____ highest mountain in the world? Is it ____ Everest or ____ K2? I was never good at ____ geography.
2. In 1901, Marconi invented ____ method of wireless communication. Soon, ____ invention, later known as "radio," spread from ____ Italy to many other ____ countries.
3. "Science Weekly" published ____ informative article about ____ history of space travel. ____ first mission mentioned in ____ article was ____ Apollo 11, ____ famous space mission launched from ____ United States.

4. Mark didn't speak ____ Spanish well, so he had ____ little confidence when he moved to ____ Madrid to attend ____ intensive language course at ____ local university.
5. Anna adores ____ mountains. She has visited ____ Alps, ____ Rockies, and ____ Andes, and next summer she hopes to travel to ____ Himalayas.
6. Peter believes that ____ honesty is essential, yet he is ____ most dishonest person I know. Isn't that ____ bit surprising?
7. The researchers found that there were surprisingly ____ few differences between ____ British and ____ Australians in everyday communication.
8. Every summer, ____ Johnsons rent a cottage near ____ Lake Como. But ____ next summer, they plan to stay with relatives in ____ north instead.
9. We spent ____ entire afternoon walking through ____ Central Park, then had lunch at ____ small café on ____ Fifth Avenue.
10. ____ fuel is becoming more expensive every year. Last week, petrol cost nearly €2 ____ litre.

MODULE 4

DISCUSSING CULTURAL HERITAGE

Overview

After completing Module 4, you will be able to:

- talk about cultural heritage and festivals celebrating traditional activities and customs.
- learn how culture and food are connected and talk about traditional food preparation and habits related to cultural representations of a region.
- prepare a presentation for a festival or a celebration that promotes local tradition, customs, food and values.
- use *passive voice* to describe holidays and traditions, procedures, events.

Part A. Cultural Heritage Promotion.

Lead in. Look at the photo collage²¹ below. Reflect on the topic of cultural heritage. What does it represent? How can it be promoted?



1.



2.



3.

²¹ Photo sources: 1. PJH on Unsplash; 2. Theodor Vasile on Unsplash; 3. Sam Kimber on Unsplash

Vocabulary. In the table, you can find terminology from the text you are going to read.

Terminology	Definition/explanation	Translation
Ancestors, n.	family members from past generations	
Charity, n.	an organization or act of giving help, money, or resources to those in need	
Costume, n.	a set of clothes worn to represent a particular period, profession, or character; traditional dress	1. 2.
Custom, n.	a traditional way of behaving or doing something	
Diversity, n.	the inclusion of different types of people, things, etc.	
Event, n.	important happenings or organized social occasions	
Exhibition, n.	a public display or show of objects, art, or skills	
Folklore, n.	the traditional beliefs, customs, and stories of a community or culture	1.
Heritage, n.	the cultural, historical, or natural significance that is inherited from past generations	
Pass down to, v.	to teach something or to give something to the next generation	
Parade, v. & n.	a public procession or march of people, vehicles, or floats; the act of doing that	
Preserve, v.	to keep something in its existing state or condition.	
Provide, v.	to give someone something they need; to supply	
Specialty, n.	a particular food product or a particular area of expertise or a skill	1. 2.
Take place, v.	to happen or occur, at a specific time or location.	

Reading. Festivals and Cultural Heritage. Read about how festivals contribute to promoting and preserving cultural heritage.

Festivals and public holidays have always been an integral part of human culture, celebrating and sharing cultural traditions, customs and folklore.

One important aspect is *the promotion of cultural diversity*. By bringing people from different backgrounds together, festivals celebrate the unique customs and traditions. For example, during Diwali, a Hindu festival celebrated all over the world, people light up their homes with candles, exchange gifts, and share sweets, providing an opportunity for others to learn about Hindu culture and traditions.

Another significant role of festivals is *preserving cultural heritage*. They help keep cultural traditions alive by passing them down from generation to generation and provide an opportunity for people to learn about their culture and history. For instance, the Day of the Dead, a Mexican festival, celebrates the lives of loved ones who have passed away. During this festival, people build altars, decorate them with flowers, and offer food and drinks to their ancestors, preserving Mexican cultural heritage.

Furthermore, festivals *promote tourism* and *contribute to the local economy*. They attract tourists from all over the world, providing an opportunity for people to experience a new culture and way of life. For example, the Rio Carnival in Brazil attracts millions of tourists every year. During this festival, people dance, sing, and parade through the streets, offering a chance for people to experience Brazilian culture and traditions.

In conclusion, festivals are not only about having fun and enjoying oneself, but they provide a platform for people to come together, and individuals can contribute to the preservation and sharing of cultural traditions for future generations to come.

Reading comprehension. Based on the text, answer the questions.

1. During which festival do people light up their homes with candles, exchange gifts, and share sweets?
2. How do festivals promote cultural diversity?
3. What is one of the ways festivals contribute to the preservation of cultural traditions?
4. How do festivals contribute to the local economy?

Part B. Promoting Culture Through Food.

Lead-in. Think about the questions below.

- How is food related to cultural tourism?
- Can food be used for bringing people together? Explain your answer.
- How can food be used for understanding different cultures and people?

Vocabulary. In order to describe a traditional dish or a speciality, one needs to learn and use adequate vocabulary regarding food, cooking and eating. In the following section, there is a selection of relevant vocabulary.

Idioms and expressions

Here are some of the food-related idioms and expressions that are used in everyday conversation or hospitality context. Some of them have both literal and metaphorical meaning.

Accept a 'walk-in' (=a guest without a reservation)

Bon appétit ! / Enjoy your meal!

Cheers! (when you have a drink; In British English also to say thank you; to say goodbye).

Cook up a storm – to put an extra effort into something.

Eat a horse – to be very hungry.

Eat out – to eat in a restaurant, or a café.

Food for thought – something worth considering carefully.

Get / pay / split the bill (Am. *check*) / *It's on me. Leave a tip.*

Make a reservation / reserve a table.

Make something from scratch – to make something without preparing ingredients ahead of time.

Out to lunch – not paying attention, being distracted.

Piece of cake – something quite easy to do.

Prep (a meal) – to get ready for (cooking)

Put all your eggs in one basket – to risk everything on a single plan.

Take something with a pinch of salt – not to take something too seriously.

The icing on the cake – something that makes a good situation even better.

Eateries

A restaurant/ a fine dining restaurant.

Café or *Cafe* (typically British, shortened as *caff* or *greasy spoon* = a small eatery where you can eat fried food or home-made dishes).

All-you-can-eat-buffet – a restaurant where you pay a set amount and can eat as much as you can.

Cultural context: *pub* / *diner* / *bistro* / *taverna* / *tapas bar* / *steakhouse* / *sushi bar*.

Menu

Starter (Br.) / *appetizer* (Am.) (= the first course of a meal).

The main / *main course* / *entrée* (Am.)

Dessert – Can I have some dessert? / *desserts* (different types of dessert) / *pudding* (British colloquial for dessert).

Daily special.

Drinks

House wine – less expensive wine.

Soft drinks – sparkling sweet drink (e.g. Coca Cola) / *soda* (Am.); *sparkling* / *fizzy water*.

Beer: three main types are lager, ale and hybrid; draft or draught Beer (from keg).

Craft beer – a manufactured beer in a small scale, independent brewery.

Hot or cold beverages.

Ingredients

Grains & carbs: *rice* (white, brown, basmati); *quinoa*, *couscous*, *bulgur*; *bread* (fresh or whole grain); *potatoes*, *sweet potatoes*; *oats*.

Legumes & plant proteins: *beans* (black, kidney, chickpeas, lentils); *peas*; *tofu*, *tempeh*.

Pantry staples: *flour*; *sugar*, *honey*, *maple syrup*; *baking powder*, *baking soda*; *vinegar* (balsamic, apple cider); *soy sauce*; *mustard*.

Fats & extras: *butter; yogurt; cream; eggs; nuts (almonds, walnuts, peanuts); seeds (sunflower, chia, sesame).*

Flavour boosters: *garlic, onions, ginger; broth/stock (vegetable, chicken, beef); tomato paste or canned tomatoes; hot sauce, chili paste.*

Frozen & canned: *frozen vegetables and fruit; canned fish (tuna, sardines); canned beans.*

Utensils

Chopping board (e.g. to cut/slice/chop vegetables or meat).

Ladle, whisk, rolling pin, pizza cutter.

Bottle opener, corkscrew, grater, egg slicer.

Bowl, colander, wok, frying pan, saucepan, pot, jug.

Dining Essentials

Cutlery / Silverware (eating utensils): *spoons (teaspoon, tablespoon, dessert spoon, soup spoon); forks (dinner fork, salad fork); knives (table knife, steak knife, butter knife).*

Tableware (what you serve and eat from): *plates (dinner plates, side plates); bowls (soup bowls, cereal bowls); serving dishes, platters; cups and mugs; glasses (water glasses, wine glasses).*

Serving & accessory items: *serving spoons and forks; ladle; tongs; napkins; napkin rings; tablecloth or placemats.*

Drinkware: *coffee cups; teacups; tumblers; pitchers; wine glass; champagne flute.*

Verbs

Peel, scrape, crack, mince, dice, chop, slice, cut, marinate.

Stir, mix, whisk, knead, roll out, pour, spread, drizzle, add, season, garnish.

Cook, steam, boil, stew, simmer, stir-fry, fry, grill, bake, roast, melt.

Plate up, serve up, dish up.

Adjectives

Tasty, yummy, delicious, scrumptious food; flavoursome wine.

Bland, tasteless, flavourless.

Sweet or savoury, (too) salty, spicy, hot, sour.

Crispy, spongy, soft, fluffy.

Video. The video ‘Don’t miss the Most Popular Pizza Class in Rome!’²² shows how to the original Italian pizza. Before you watch the video study the vocabulary in the table.

Terminology	Definition
Fermentation, n.	The chemical breakdown of a substance by bacteria, yeasts, or other microorganisms.
Elastic, adj.	Able to resume its normal shape after stretching or compression.
Mozzarella, n.	A mild, white Italian cheese made from buffalo's or cow's milk.
Prosciutto, n.	Dry-cured ham that is usually thinly sliced and served uncooked; an Italian delicacy.
Crispy, adj.	Having a firm, dry, and brittle texture or sound.
Dough, n.	A thick, flexible mixture of flour and liquid, used for baking into bread or pastry.
Toppings, n.	A layer of food poured or spread over a base of a different type of food to add flavour.
Sauce, n.	A liquid or semi-liquid mixture that is used to add flavour, moisture, and visual appeal to food.
Olives, n.	A small oval fruit with a hard pit and bitter flesh, eaten green or black and often used for oil.

²² <https://www.youtube.com/watch?v=rfRAKHKBguc&t=176s>

Comprehension. After watching the video, answer the questions below.

1. What does Masha say about the importance of the pizza-making experience for the students?
2. What is essential to add to the dough to ensure it is not too sticky, and when should this be done?
3. What is the next crucial step after forming the pizza dough into a smooth ball?
4. How is the Roman pizza preparation different from the Neapolitan method?
5. What does Masha say about putting the sauce on the Roman pizza before baking?

Video Transcript.

‘Buongiorno. My name is Masha. Nice to meet you all. Are you ready? Today, I’m going to teach you how to make tiramisu and fresh, Italian, Roman pizza. Roman pizzas are very thin and crispy and burn, especially on the edges. Here we have 100 grams of all-purpose flour. The Italian name is Farina 00, or Tipo 0. We use the EVOO—Extra Virgin Olive Oil—and salt, plus dry yeast.

Pour half of the water, add a pinch of dry yeast into a small hole in the flour. Five pumps of oil is enough. Mix it up very well. If the dough is too dry, add more water. At the end, you can lift your fork with a small amount of the dough. Add a pinch of salt to the dough. It doesn’t need much. As you feel the dough is still wet and sticky, add more flour until the dough is no longer sticky to your hands. Form your dough into a ball. The outer part of the dough should be very smooth. After this step, we need to leave the dough in the fridge for a long cold fermentation. Look at these doughs—all the same size. Now, using the flour, go forward and back. For the Roman pizza, we’re going to use a rolling pin. In Neapolitan pizzas, they push the dough out with their fingers. You’ll push out and then go up and down with your roller. As you see, at the beginning, the dough is elastic and keeps coming back to you because it lacks sufficient elasticity. Then you can take any extra flour off and place it onto the plate. You don’t need to add the sauce on the edges. Then add the mozzarella! Choose the prosciutto or salami for your pizzas. Then pick other toppings: olives, mushrooms, and different salamis. To finalize the lesson: it’s now time to make pizza *al forno*—pizza in the oven. Be careful, don’t touch the trays. It’s time to celebrate. There is no judgment, no fears, you don’t need to be shy, because today is your day, and it’s going to be great memories.

Today there is no judgment, no fear. You do not need to be shy, because today is your day, and it is going to be a great memory. Tap, tap, tap the tiramisu and our beautiful tiramisu is ready. Enjoy.’

Part C. Heritage Festivals.

Lead in. Think about important festivals in your culture and why they are important. Focus on the festivals that promote *cultural heritage*, *traditions* and *customs*. In pairs or groups make notes on the following:

- Name of the festival; places and dates.
- Basic function - religious, seasonal, historical.
- General facts and origins.
- The relevance today.
- Activities and traditions during the festival.

Develop your notes into sentences. Here are some guidelines on how to use the tenses correctly:

1. General facts → Present Simple
 - *The festival takes place in...*
 - *It coincides with...*
 - *At the time of the festival, people attend their church/ temple.*
 - *People decorate their houses with...*
2. Origins → Past Simple / Past Perfect
 - *It began in...*
 - *It was first held in...*
 - *It had been celebrated...*
3. Past–present connection → Present Perfect
 - *It has become popular...*
 - *It has been attracting tourists...*
4. Procedures → Passive
 - *It is celebrated...*
 - *Food is prepared...*
 - *The next year's festival will be organized in...*

Extension. For more information, watch the video at *Learn English: Study English Series 3*.²³

Reading. Harvest Festivals. Study the text about different festivals and answer the questions below.

- Which verbs describe origins?
- Which verbs describe current traditions?
- Where do you see passive forms? Why?

Thanksgiving - Plymouth Plantation, Massachusetts

Thanksgiving is a major American holiday which is celebrated on the fourth Thursday of November every year. It originated in the fall of 1621, when Pilgrims celebrated their successful harvest with a three-day feast. They shared food such as wild turkey, game and fish with Native Americans including the Wampanoag people. The holiday was officially declared national by Abraham Lincoln in 1863.

Rice Harvest, Bali, Indonesia

In Bali, rice is a staple crop and central to daily life and spirituality. The rice harvest is closely tied to the worship of Dewi Sri, the goddess of fertility and rice. During the harvest, villages are decorated with flags, and simple bamboo temples, dedicated to the goddess, are put up in the most sacred corners of the rice fields. Small dolls made of rice stalks representing Dewi Sri are placed in granaries as offerings to ensure continued prosperity.

Blessing of the Sea, Greece

This tradition takes place during Epiphany, which recalls the visit of the three Wise Men to the infant Jesus. The processions set off from local churches towards the ocean, where a priest blesses a gold cross before throwing it into the waves. Men dive in to be first to retrieve it; and the one who succeeds is believed to receive blessings and a good fortune for the coming year.

Vocabulary. Decide which words and expressions in the text are useful for describing heritage festivals and events. Check their meaning and note them down.

²³ https://www.youtube.com/watch?v=TJs_sDpxA8Q

Find out more about some traditional festivals:

<https://www.archdaily.com/803074/10-traditional-festivals-around-the-world-a-good-excuse-to-see-new-architecture>

<https://www.theguardian.com/travel/2018/jun/02/20-great-traditional-festivals-europe-france-spain-greece-sweden>

Part D. Speaking Exam Task. Presenting a Heritage Festival.

*This section is about **the speaking exam task** which weighs 10 points. The task can be done individually, in pairs or groups. You should prepare a visual presentation (e.g. a poster presentation in Canva, Power Point, Prezi...) and talk about a heritage festival/event of your choice and present it to your colleagues. The presentation should last from 5-10 minutes, based on the number of people in the group.*

Instructions

The presentation has three main sections:

1. **Orientation/introduction** – the outline of what you will talk about.

2. **Different aspects of the festival (with subsections):**
 - The history of the festival, celebration or national holiday
 - How is it celebrated today?
 - What does it mean to the people today?
 - What does it resemble and how is it different?
 - Explain the customs – why is it unique?
 - What special food is made for the celebration? Describe at least one dish in detail.

3. **Practical information** - how to get there and where to stay.

Criteria for Assessment

Here are the point-based rubrics for the speaking exam task ‘Presenting a Heritage Festival.’

In the tables below it is described how your assignment will be assessed.

Content & Structure (4 points)

Criteria	Points
Clear orientation/introduction and logical structure throughout.	1
Covers the history of the festival, explains its uniqueness and symbolism.	1
Describes modern celebrations and customs, including description of traditional food or a dish.	1
Provides relevant practical info (travel, accommodation).	1

Language & Vocabulary (2 points)

Criteria	Points
Uses appropriate, varied and engaging vocabulary for describing festivals, heritage, food and culture. Uses appropriate tone and style.	1
Uses correct grammar and sentence structures	1

Delivery & Pronunciation (2 points)

Criteria	Points
Speaks clearly, maintains eye contact, engages audience	1
Not overly reliant on reading from the slides or notes	1

Visual Support (2 points)

Criteria	Points
Visual aid (PPT, Prezi) is relevant, organized. It includes appropriate illustrations and resources and does not include a lot of text.	2

Part E. Focus on Grammar. Passive Voice.

In the language of tourism, especially when writing brochures or other promotional materials, or simply when giving further information to guests you need to explain some events or procedures. In these situations, you often need to use the passive. Here are some examples:

Present Simple Passive

*During the harvest, villages **are decorated** with flags.*

Present Continuous Passive

*The hotel manager **is being interviewed** for the local media.*

Past Simple Passive

*The armistice in the First World War **was signed** by the representatives of Germany and the Entente.*

Present Perfect Passive

*Some people don't like to watch animal shows because they believe that the animals **have been tortured**.*

Future Simple Passive

*The village **will be transformed** into a magical winter wonderland for Christmas.*

FORM:

Look at the sentences above. **What do you notice about the passive verb structure? What about the passive sentences? Complete the rule:**

The passive form of a verb is a complex form made from the auxiliary verb _____ in the required tense and form, and the _____ of the main verb.

Practice. Rewrite the sentences and transform them from active to passive.

1. They *spend* a lot of money on concert bookings.

2. The main tour operator *has created* overbooking problems.

3. Two reps *will escort* you to your hotels.

4. Art students from around the world *visited* all major museums in the Museum District.

5. They *did not invite* us to a farewell party.

Practice. Look at the sentences. How many passive sentences can they have? Rewrite them.

The Reservations Manager sent him all the travel contracts yesterday.

b They always offer us a welcome drink.

USE: The Passive is most often used when we:

- do not know who the agent or the agent is not important to be mentioned.
- when the agent is obvious, logical.
- when the agent is too long or we want to emphasize the agent by putting it in the structure
by + agent

Practice. Put the verbs in brackets in the correct tense and form of passive (Present Simple, Present Continuous, Past Simple, Present Perfect, Future Simple, modals).

1. Photographs _____ (must not, take) in the restaurant.
2. A big celebration _____ (plan) at the moment.
3. The head chef, Tom, _____ (inform) about the disaster in the kitchen last night.
4. The tomb _____ (not find) by the archaeologists yet. But they know that it _____ (bury) in the sand for over 4000 years.
5. Mihajlo Pupin _____ (be born) in Idvor in the municipality of Kovačica in Vojvodina, Serbia but he became a well-known professor of electromechanics in the US. In addition, he _____ (award) a Pulitzer Prize for his autobiography.
6. Look! The hotel extension _____ (build) as we speak, because a famous film festival _____ (hold) in our town next year.
7. _____ you just _____ (give) the wrong bill by the waitress?
8. A new species _____ (recently, find) in the Amazon rainforest.
9. In many cities, plastic bags _____ (already, forbid) in supermarkets.
10. The ancient manuscript _____ (not see) by historians yet, but it _____ (keep) in a private collection for centuries.
11. She _____ (not send) the updated report by email yet.
12. The Mona Lisa _____ (paint) by Leonardo da Vinci and _____ (steal) from the Louvre in 1911 before it was recovered.
13. The missing files _____ (finally, find) after an extensive search.
14. At the time of the inspection, safety protocols _____ (not follow) properly.

MODULE 5

ENHANCED TOURISM PROMOTION

Overview

After completing Module 5, you will be able to:

- talk about open air museums and living museums.
- discuss technological innovations in cultural heritage preservation.
- form new words and build up vocabulary.
- talk about *general* and *specific preferences*.

Part A. Exploring Open-air Museums.

Lead in. Watch the video²⁴ and complete the text with the missing words.

Welcome to the _____ 1 village of Buckler's Hard on the banks of the beautiful Beaulieu River. Set in the heart of the New Forest, this little village has actually played an important part in shaping our history. Ships for Nelson's _____ 2 were built just down there behind me on the high street and it played a pivotal role in the build-up to the D-Day _____ 3 in 1944. So, whether you are a history fanatic or you just want to bring the kids and learn something new this is the _____ 4 location for a great day out.

Today Buckler's Hard is a _____ 5 and _____ 6 village, but once it was a hive of activity, home to shipwrights, blacksmiths and many more. You can find out all about the history of the village in the Maritime Museum. There are detailed models of the warships built for Nelson, _____ 7 which belonged to the great man himself and much more. Reconstructed interiors and interactive displays offer engaging ways to learn all about the _____ 8 history of Buckler's Hard, as well as seeing first-hand how residents and workers would have lived all those years ago. During school holidays you can

²⁴ <https://www.youtube.com/watch?v=Hhashq-ljFA>

even see history come to life with tours and _____ 9 from our living history characters.

During the World War Two Beaulieu River _____ 10 with activity as vessels gather together before departing for the D-Day landings. Now you can take a cruise along this beautiful stretch of water where you might see avocets, cormorants, or even a seal. Back on dry land, admire the _____ 11 shipwright's workshop which was built using _____ 12 from the Beaulieu Estate and hand raised using traditional methods. Finally, relax with a Towey Tea in the Captain's Cabin Tea Rooms, named after the _____ 13 Towey which was built at Buckler's Hard in 1814. Why not grab a gift to remember your visit? Hope to see you here at Buckler's Hard soon.

Reading and vocabulary. Open-air museums. You have watched a video about a living museum. Are you familiar with the term open-air museum? Try to find examples in your own country or region.

Vocabulary. Before reading the text check if you are familiar with the words in the box.

<i>bond, n.,</i>	<i>concerned, adj.,</i>	<i>development, n.,</i>	<i>establish, v.,</i>
<i>exhibit, v.,</i>	<i>exhibit, n.</i>	<i>exhibition, n.</i>	<i>founder, n.,</i>
<i>heritage, n.,</i>	<i>policy, n.,</i>	<i>preservation, n.,</i>	<i>custom, n.</i>

Complete the sentences with the words from the box.

- _____ is keeping something in its original form, esp. something of historic value.
- An _____ is an object that is publicly shown in a museum.
- _____ is a process of change in order to become larger, better, more successful or more impressive.
- To _____ means to start or set up something that should continue or be permanent.
- A _____ is a set of actions or principles adopted by a group of people or government.

6. To _____ means to show something to others, to display something, especially a work of art in a public place.
7. A _____ is someone who has established an organisation, an institution or business.
8. To be _____ means to be worried about something or to be involved actively in something.
9. _____ refers to natural, historical, cultural, geographical and other characteristics related to a specific area which are of interest and value for present and future generations.
10. A _____ is a connection or a link.
11. An _____ is a public event usually in a museum or a gallery where artistic or historical objects are displayed.
12. A _____ is a traditional or ritual behaviour and activities related to a geographical area.

Open-air museums seamlessly blend culture, history, and nature, revolutionizing the way we engage with outdoor exhibits. Across the world, there are numerous examples from the medieval French castles and villages, 16th century farmstead in the Alps to Scandinavian wooden churches and villages. The interest in the folk culture and tradition started in the 19th century when the world became increasingly industrialized. Local historians started preserving the local heritage from picturesque cottages to grand castles. Later on, they transformed these buildings into theme parks and opened them for visitors. The world's first open-air museum was established in Norway in 1881 with 150 historic buildings. The most famous one is a wooden church decorated with murals from 1652.

In England, the town of Beamish plays a major role in the preservation of the heritage of the northeast of England. It is now a major museum and one of the major tourist attractions in the north of England. They have a policy of “unselective collecting” which means that the people of the region can offer any historic objects they may have, and the museum will collect it, analyse it and possibly exhibit it. People really liked the idea and donated objects of all sizes, from steam engines to shops and sewing machines.



Source: David Ross on Unsplash



Source: Bee Felten-Leidel on Unsplash

Today the period which is represented is the early 1800s leading up to 1825, when the Stockton and Darlington Railway was opened with George Stephenson's Locomotion, and the early 1900s leading up to 1913, immediately prior to the First World War. These periods were particularly selected to represent the importance of certain aspects of regional history and development.

Reading comprehension. After reading this part of the text answer the questions below.

1. What are open-air museums and why are they important?
2. What is unselective collecting?
3. Why were the two periods (from 1800 to 1825 and from 1900 to 1913) selected in Beamish?



Source: UB by Diffit

In recent years, museums have been embracing technology to enhance visitor experiences, and one area that has seen tremendous growth is open-air museum technology. Through touchscreens, audio guides, and multimedia presentations, visitors can immerse themselves in the rich history and cultural significance of the exhibits. These exhibits allow us to explore ancient ruins and discover the stories behind historical landmarks in a dynamic and engaging way.

Augmented reality (AR) has revolutionized the way we interact with the world, and open-air museums have embraced this technology. AR museum tours²⁵ offer visitors a truly immersive experience, by overlaying digital elements onto the real world. This technology allows us to go deeper into the past and gain a better understanding of our heritage. By using digital screens, holograms, and projections, museums like La Mostra di Leonardo in Rome bring the works of Leonardo Da Vinci to life. Visitors can step into the artwork of Da Vinci and experience his inventions in a three-dimensional view.

In conclusion, open-air museums are revolutionizing the way we engage with outdoor exhibits through the integration of technology. In this way, museums are attracting visitors and offering them unique and immersive experiences. These advancements in open-air museum technology are shaping the future of museums and enhancing tourism promotion.

Writing. Write a summary of about 50 words to capture the key points from the text.

²⁵ The Natural History Museum, London augmented reality tours: <https://www.bbc.com/reel/video/p0k719pv/watch>

Vocabulary. Complete the table below with the following words and underline the example sentence in the text.

enhance, v. *foster, v.* *seamlessly, adv.* *captivate, v.* *advancement, n.*
invention, n. *significance, n.* *embrace, v.* *immerse, v.*

English	Definition	Translation
	the process of making progress	
	to attract and hold the attention or interest of someone	
	to accept or support something enthusiastically	
	to perfect and make better by adding new features	
	to encourage the development or growth of something	
	to involve oneself deeply in an activity or experience	
	the creation or discovery of something new and original	
	in a smooth way, without visible transitions	
	the importance or meaning of something	

Part B. Word Formation. Derivation.

Word formation is the process of creating new words and meanings in different ways. The main types are:

- *Derivation* - adding prefixes to change a word's meaning or suffixes to change its word class (e.g. *happy* → *unhappy*; *to manage* (verb) → *management* (noun)).
- *Compounding* – combining two or more words together to form a new word (e.g., *airport*; *sightseeing*; *check-in*; *travel agency*).
- *Conversion* (*zero derivation*) – using the same word form as a different part of speech (e.g. *book* (noun) / *to book* (verb)).
- *Blending* – combining parts of two words to create a new word (e.g., *brunch* = *breakfast* + *lunch*; *motel* = *motor* + *hotel*).

In this module, the focus will be on derivation.

1. Adding Prefixes (before the word):

These often *change the meaning* of a word.

- *in* + formal → informal (not formal)
- *re* + book → rebook (book again)
- *over* + book → overbook (book too many rooms/seats)

2. Adding Suffixes (after the word):

These often change the *word class* of the word.

- tourist → tourism (*noun* → *noun*)
- attract → attractive (*verb* → *adjective*)
- manage → management (*verb* → *noun*)
- comfort → comfortable (*noun* → *adjective*)

In the following tables you can study more examples.

Base Verb	Suffix	New Adjective	Example in Tourism Context
attract	-ive	attractive	<i>The resort offers attractive holiday packages.</i>
enjoy	-able	enjoyable	<i>We had an enjoyable city tour.</i>
help	-ful	helpful	<i>The hotel staff are extremely helpful.</i>
vary	-ous	various	<i>You can see various types of insects in the park.</i>

Base Noun	Suffix	New Adjective	Example in Tourism Context
luxury	-ious	luxurious	<i>The cruise ship offers a luxurious experience.</i>
tourism	-y	touristy	<i>Venice is the most touristy city in Italy.</i>
danger	-ous	dangerous	<i>Hiking without a guide can be dangerous.</i>

Base Adj.	Suffix	New Noun	Example in Tourism Context
safe	-ty	safety	<i>Safety instructions are provided before the trip.</i>
popular	-ity	popularity	<i>The popularity of eco-tourism is increasing.</i>

Base Adj.	Suffix	New Noun	Example in Tourism Context
different	-ence	difference	<i>What's the difference between these two tours?</i>

Base Noun	Suffix	New Verb	Example in Tourism Context
beauty	-ify	beautify	<i>Many old towns have been beautified in recent years.</i>
modern	-ize	modernize	<i>They plan to modernize the airport facilities.</i>
symbol	-ize	symbolize	<i>The Eiffel Tower symbolizes Paris.</i>

Prefix	Example	Meaning	Example Sentence
re-	rebook	do again	<i>We had to rebook the flight due to bad weather.</i>
over-	overbook	too much	<i>The hotel was overbooked during the festival.</i>
under-	underdeveloped	not enough	<i>They visited an underdeveloped tourist region.</i>
un-	uncomfortable	opposite	<i>The room was clean, but the bed was uncomfortable.</i>
mis-	misunderstand	incorrect	<i>Guests misunderstood the check-out time.</i>

Expanding new vocabulary - tips for learners.

- Learn word families (e.g. *attract*, v. → *attractive*, adj. → *attraction*, n.).
- When reading brochures or booking websites, highlight new words and check their base forms.
- Practice making sentences using different forms of the same word.

Practice. Complete each sentence with the correct form of the word in brackets by adding suffixes and/or prefixes.

1. The resort is in a _____ [BEAUTY] mountain area, perfect for hiking and nature lovers.
2. Guests can enjoy a wide range of _____ [RELAX] spa treatments and wellness services.
3. The travel agency offers _____ [ATTRACT] holiday packages suitable for all budgets.

4. We stayed at a _____ [LUXURY] five-star hotel with sea views and private balconies.
5. The staff were very _____ [HELP] and made us feel welcome from the moment we arrived.
6. The hotel provides _____ [CONVENIENCE] access for guests with mobility issues.
7. It's a _____ [FAME] tourist resort, especially popular in summer for its beaches and festivals.
8. The museum has a _____ [FASCINATE] exhibition on ancient cultures and local traditions.
9. The tour includes a stop at a _____ [HISTORY] castle overlooking the valley.
10. Most tourists are looking for a _____ [COMFORT] and safe experience when they travel abroad.

Practice. Add the correct suffix to the verbs and nouns to make adjectives. You may have to change some letters when you make a new word.

<i>attract</i>	<i>beauty</i>	<i>comfort</i>	<i>competition</i>	<i>confidence</i>	<i>delicacy</i>
<i>dirt</i>	<i>elegance</i>	<i>energy</i>	<i>enjoy</i>	<i>enthusiasm</i>	<i>fame</i>
<i>friend</i>	<i>help</i>	<i>history</i>	<i>hospitality</i>	<i>impress</i>	<i>luxury</i>
<i>magic</i>	<i>nation</i>	<i>noise</i>	<i>option</i>	<i>panorama</i>	<i>please</i>
<i>rely</i>	<i>romance</i>	<i>sand</i>	<i>space</i>	<i>success</i>	<i>talk</i>
<i>tradition</i>	<i>type</i>	<i>vary</i>	<i>wonder</i>		

Suffix	Adjective
-(l)y	
-ic	
-ive	

-ful	
-able	
-ous	
- ent/-ant	
-al	

Write down as many opposite adjectives as you can to the adjectives from the table above.

Practice. Complete each sentence with the correct form of the word in brackets by adding suffixes and/or prefixes.

Rio has the most _____ [FAME] carnival in the world. When the _____ [FESTIVE] starts, people gather in the town square. There are many _____ [CELEBRATE] and some of the _____ [RELIGION] ceremonies are incredibly old. The _____ [VISIT] can experience local culture and learn about the _____ [ORIGINATE] of the tradition at the local museum. In some _____ [NEIGHBOUR] they organize a course in traditional festive _____ [DECORATE]. When we visited it, we also learned a lot about the _____ [HISTORY] background of the festival. In Brazil, it is especially important to be _____ [RESPECT] of your tradition.

Practice. There are some mistakes in the collocations. Correct them.

1. The festival **makes** the beginning of the lunar New Year.
2. It is part of the regional **inheritance**.
3. This year Easter **drops** on 12th April.
4. For Christmas, almost everyone is in **feast** mood.
5. For the festival, traditional **dresses** are worn made of white shirts and colourful vests.
6. Easter is a **moving feast** celebrated on the first Sunday after the full moon.

Practice. Complete each sentence with the correct form of the word in brackets by adding suffixes and/or prefixes.

A trip to southwestern Germany

The _____ [PICTURE] town of Baden Baden is in southwestern Germany. I went there recently in search of a _____ [PEACE], relaxing holiday in the _____ [BEAUTY] scenery. The weather was so cool and _____ [MIST] that it created a wonderfully _____ [MYSTERY] atmosphere. There are plenty of interesting places to visit such as _____ [DELIGHT] 15th-century palace and the Roman baths. I also explored the _____ [FORGET] Black Forest where all I could hear was the gentle sound of _____ [FLOW] streams. The food was excellent. I tried several _____ [TASTE] local dishes. With its _____ [FRIEND] people, and _____ [FANTASY] natural surroundings, I would certainly recommend it to anyone who wants to go on holiday soon.

Part C. Talking About Preferences.

General Preferences

These are situations when you talk about what you usually like more than something else.

Structures:

- I prefer [noun/gerund] to [noun/gerund]
- I enjoy [verb + ing] more than [verb + ing]
- I like [verb + ing] better than [verb + ing]

Examples:

I *prefer* beach holidays *to* city breaks.

I *prefer* travelling by train *to* flying.

I *enjoy* exploring small towns *more than* visiting crowded cities.

I *like* staying in a guesthouse *better than* in a large hotel.

- **Tip:** After "prefer", use either a noun or a *verb + ing*.

Specific Preferences / Choices About Current Situations

These are situations when you are making a decision about a current situation (today, tonight, this week, etc.)

Structures:

- I'd *rather* + base verb + *than* + base verb
- I'd *prefer to* + verb + *rather than* + verb
- I'd *prefer* + noun + *to* + noun

Examples:

I'd *rather* stay in a traditional inn *than* stay in a chain hotel.

I'd *rather* eat local food *than* eat at a fast-food restaurant.

I'd *prefer to* visit the museum *rather than* go shopping.

I'd *prefer* a single room *to* a shared room.

Tips:

- After "I'd rather", use base form of the verb (without "to").
- After "I'd prefer", use "to" + verb or a noun.
- After "rather than", use base verb (no "to").

Expressing Likes and Dislikes

Structures:

- I *love / like / enjoy / don't like / hate* + verb + *ing*
- I'm *keen on / I'm not fond of* + verb + *ing*
- I *can't stand* + verb + *ing*

Examples:

I *love* trying local dishes when I travel.

I *don't* like staying in noisy hostels.

I'm *not fond of* sightseeing in large groups.

I *can't stand* waiting in long queues at airports.

I'm *keen on* exploring historical sites.

Practice. Talk to your partner about preferences, likes and dislikes and try to use the expressions you have just learnt. Use the questions below or add your own ideas.

- Do you prefer staying in a hotel or renting an apartment?
- Would you rather go hiking or relax on the beach?
- What kind of holidays do you like? Are you more into cultural tourism or adventure tourism?

Practice. Choose the correct option.

1. I'd rather (to eat / eat / eating) at a street food stall than a fancy restaurant.
2. They'd prefer (to book / booking / book) a guided tour of the castle.
3. I can't stand (to pack / packing / pack) the night before a trip.
4. I love (discover / discovering / to discover) unusual places.
5. Would you rather (to go / going / go) camping or stay in a cabin?

Practice. Complete the sentences with your own ideas.

1. I prefer _____ to _____ because _____.
2. I'd rather _____ than _____ today.
3. I'd prefer to _____ rather than _____.
4. I love _____ when I'm on holiday.
5. I can't stand _____ while travelling.

APPENDIX 1

Revision of Tenses (B1)

Present Tenses in Tourism Communication

Present Simple

Use:

- routines and habits
- facts and general truths
- timetables and schedules
- opinions and states

Examples:

- *Many tourists visit Barcelona during the summer season.*
- *The ferry leaves at 8 a.m. every morning.*
- *Travel bloggers often recommend local restaurants.*
- *The hotel offers free Wi-Fi and breakfast.*

Present Continuous

Use:

- actions happening now
- temporary situations
- future arrangements
- tourism trends

Examples:

- *We are staying in a boutique hotel this week.*
- *More travellers are choosing eco-friendly holidays.*
- *The guide is explaining the history of the castle.*
- *They are flying to Athens next Friday.*

Present Perfect

Use:

- general experiences
- recently completed actions
- past actions connected to the present

Examples:

- *I have visited Rome three times.*
- *The agency has just announced a special offer.*
- *We have already booked our accommodation.*
- *She has worked as a tour guide since 2020.*

Present Perfect Continuous:

Use:

- ongoing actions started in the past
- emphasis on duration
- repeated activity over time

Examples:

- *Tourists have been visiting this region for decades.*
- *I have been planning my itinerary all week.*
- *They have been travelling across Europe since May.*
- *The hotel staff have been preparing for the festival season.*

Past Tenses in Travel Narratives

Past Simple

Use:

- completed actions in the past
- main events in the past
- chronological storytelling

Examples:

- *We stayed in a mountain lodge near the lake.*
- *The tour started at sunrise.*
- *They explored the old town yesterday.*
- *I tried traditional Balinese food for the first time.*

Past Continuous**Use:**

- background actions
- interrupted activities
- simultaneous past events

Examples:

- *While we were hiking, it suddenly began to snow.*
- *The tourists were taking photos when the parade started.*
- *We were waiting for the train when the announcement was made.*

Past Perfect**Use:**

- explaining sequences of events
- describing historical background

Examples:

- *We had booked the hotel before we arrived in Venice.*
- *The tour had already started when we reached the museum.*
- *The castle had served as a military fortress before it became a museum.*

Present Perfect vs Past Simple

- general life experience (Present Perfect)
- finished past events with specific time references (Past Simple)

Examples:

- *I have never been to Iceland.*
- *I went to Iceland in 2023.*

Passive Voice in Tourism and Heritage Discourse

The passive voice is emphasized because tourism discourse frequently focuses on events, destinations, procedures, and experiences rather than the person performing the action.

Present Simple Passive

- *Traditional dishes are served during the festival.*
- *The museum is visited by thousands of tourists each year.*

Present Continuous Passive

- *The historic theatre is being renovated.*
- *A new tourism campaign is being prepared.*

Past Simple Passive

- *The monument was built in the 18th century.*
- *The festival was organized by local volunteers.*

Present Perfect Passive

- *Many historical buildings have been restored.*
- *Several cultural traditions have been preserved.*

Future Passive

- *The village will be transformed into a winter market.*
- *The exhibition will be opened next month.*

Modal Passive

- *Photographs must not be taken inside the museum.*
- *Visitors should be informed about local customs.*

APPENDIX 2

Revision of Word Formation

Practice. Complete each sentence with the correct form of the word in brackets by adding suffixes and/or prefixes.

The Grand Duchy of Luxembourg is a constitutional _____ [MONARCH] headed by Grand Duke Henri of the House of Nassau. Economically, the _____ [STRONG] of its banking and _____ [FINANCE] institutions have attracted more than 200 foreign banks. The 480,000 _____ [RESIDE] have among the highest income levels per capita of any country in the world. Agriculture is still _____ [IMPORT] and around half of the total land area is farmed. Despite problems caused by overproduction of European wines in general, their vineyards are still _____ [COMPETE] on the global market. The _____ [PICTURE] Luxembourg countryside, _____ [PARTICULAR] its northern areas in the Ardennes, is a popular holiday destination for Luxembourgers and _____ [VISIT] from neighbouring countries. Luxembourgers have a distinctive individuality that even extends to the _____ [NATION] language, *Letzebuergesch*, which is vaguely related to both French and German, yet quite different from both.

In the tables below, there are most common suffixes and prefixes used in word formation.

Suffix	Verb
-ate	participate, appreciate, celebrate,
-en	harden, soften, shorten
-ify	beautify, clarify, identify
-ise/-ize	economise, realise, industrialise (Am. -ize)

Suffix	Noun
-age	baggage, village, postage
-al	arrival, burial, denial
-ance/-ence	performance, defence, insistence
-dom	boredom, freedom, kingdom
-ee	employee, payee, trainee
-er/-or	driver, writer, waiter
-hood	brotherhood, childhood, neighbourhood
-ian	librarian, musician
-ion	creation, complication, permission
-ism	tourism, socialism (philosophies)
-ist	artist, pianist, novelist
-ity/-ty	celebrity, diversity, variety, possibility
-ment	development, movement, parliament
-ness	happiness, kindness, usefulness
-ry	entry, ministry, robbery
-ship	friendship, membership, workmanship
-sion/-tion/-xion	expression, population, complexion
-th/-t	truth, weight, height, depth, width, length

Negative prefixes	Adjective
un-	unbelievable, unpleasant, unhealthy, unhelpful
in-	incapable, indecent, independent, inactive
im-	impossible, impolite, immoral, impatient,
il-	illegal, illiterate, illegible, illogical
ir-	irrelevant, irresponsible, irregular
dis-	dishonest, disrespectful, disorganized

Suffix	Adjective
able/-ible	drinkable, accessible, flexible
-al	local, formal, professional
-en	golden, wooden
-ese	Chinese, Japanese, Portuguese
-ful	beautiful, wonderful, helpful, useful
-i	Iraqi, Pakistani, Yemeni
-ic	classic, historic, poetic
-ish	British, childish, Spanish
-ive	impressive, productive
-ian	Canadian, Malaysian, Peruvian
-less	priceless, hopeless, useless
-ly	daily, monthly, yearly
-ous	delicious, famous, nervous
-y	sandy, sunny, windy, rocky

APPENDIX 3

Final Test for Part Two (B1)

Part A. Grammar and Vocabulary

I Choose the correct option (Present Perfect or Present Perfect Continuous).

1. Someone _____ my cake. Look! My plate is empty!
a) has eaten b) has been eating c) ate
2. I _____ to this hotel for years. I really love it!
a) have been coming b) have come c) came
3. _____ she ever _____ by boat? - No, this has been her first time.
a) Has / travelled b) Did / travelled c) Has / been travelling
4. I can't finish this report on time, it's too complex. I _____ it for two months.
a) have written b) have been writing c) wrote
5. She _____ the report yet.
a) hasn't been writing b) hasn't written c) didn't write

II Choose the correct option (Present Perfect / Past Simple / Past Continuous).

1. Last Saturday, we _____ on the beach when a strong wind suddenly _____ blowing.
a) relaxed / has started b) were relaxing / started c) have relaxed / was starting
2. He _____ never _____ with low-cost airline companies.
a) has / flown b) did / fly c) was / flying
3. Mother _____ cakes while the children _____ in the garden.
a) made / played b) was making / were playing c) has made / were playing

III Choose the correct passive form.

1. The idea of using trains for people and not just for cargo _____ first _____ up by Benjamin French in the early 19th century.

- a) is...bringing b) was...brought c) has been...brought

2. She _____ an invitation to the office party yet.

- a) hasn't been sent b) wasn't sent c) isn't being sent

3. Our daughter _____ by her nanny right now.

- a) is fed b) is being fed c) was being fed

4. All appointments _____ by completing an online form. It is written in the brochure and on the website.

- a) should make b) should be made c) should have been made

5. The lemons for Limoncello _____ usually _____ in the Sorrento region.

- a) are / grown b) is / growing c) were / growing

IV Articles. Fill in the gaps with a, an, the, or [/].

1. Have you got _____ brother? Yes, he is _____ oldest of my siblings.
2. My cousin lives in _____ United States near _____ Lake Michigan.
3. Last year, I went to _____ New Delhi which is _____ capital of _____ India last.

V Word Formation. Make new words with suffixes or prefixes to fit the gaps.

1. The hotel rooms are equipped with modern amenities, but the beds are a bit _____ [COMFORT].
2. Our guide provided a very _____ [INFORM] tour of the historic city centre.
3. The restaurant is famous for its _____ [DELICACY] local dishes and fine wines.
4. We enjoyed a _____ [PEACE] atmosphere by the lake, far from the city noise.
5. The airline staff provided _____ [EFFICIENCY] service throughout the flight.

VI British or American English? Correct the underlined words.

1. **The elevator** is located on the ground floor next to the reception desk. British:

2. Would you like **chips** with your burger or would you prefer a salad? American:

3. Your **vacation** itinerary has been emailed to you. British: _____
4. You can find the **toilets** at the end of the corridor on the left. American: _____
5. Your room includes a **closet**, and en suite bathroom and free toiletries. British:

Part B. Writing.

Choose the topic and write 70-100 words expressing your own thoughts and opinions.

1. Write a short advertisement for a tour package. Include information on the destination, transport, accommodation, special activities or offers.
2. Describe traditional food from your country. Include information on the ingredients, the preparation procedure, when people usually eat it, why it is popular in your country.
3. Write a short paragraph comparing different types of tourism. Include activities, advantages, your preference.

Part C. Reading and Vocabulary

Read the text and do the exercises below.

Celebrating local heritage through festivals fosters a sense of belonging and pride among community members. Swedish Midsommar, the Festival of Light, is a special occasion in Sweden that happens every year to honour the spirit of Sweden. This is a holiday that celebrates light, passing of time, nature, Swedish traditions and heritage. Historically, it goes way back to ancient times beginning as a pagan celebration of the summer solstice, observing the changing seasons and the promise of a good harvest in the summer.

Today, Swedish Midsommar is full of special things that people do together, such as putting up the maypole decorated with leaves and flowers representing fertility and life. After the maypole is decorated and put up, people come together to sing traditional songs and dance around it. Swedish Midsommar usually has games, activities, and contests for people of all ages like tug-of-war and sack races.

Many Swedes gather together with their family or friends in gardens or by the sea and have a traditional feast made of special dishes like herring, potatoes, and strawberries. People also drink snaps, a strong drink that often has herbs and spices in it, usually singing songs before they take a sip. They decorate their homes with flowers, make a maypole of their own. Swedes often come together in public places like parks, squares, or open-air museums. Everyone wears special clothes, usually white dresses with flower crowns for women, and traditional costumes for men to show off their culture and feel more festive.

I Answer the following questions related to the text in your own words. (2 pts each)

1. Why is it important to celebrate local heritage through traditional festivals?
2. What do the leaves and flowers on the maypole represent?
3. What types of food are traditionally served during the Midsommar feast?

II Fill in the gaps with the correct word from the text (1 pt each).

1. Local festivals help _____ friendship and cooperation among neighbours.
2. The Spring Parade is a special _____ that people look forward to every year.
3. The festival celebrates the cultural _____ of the region.
4. It marks the beginning of the warm summer _____.
5. Volunteers _____ colourful lanterns all around the streets.
6. Children can join a fun _____ where they try to win small prizes.
7. Families share a big _____ with traditional dishes and desserts.
8. Many people _____ bright clothes to look cheerful and joyful.
9. Some performers dress in a traditional _____ to represent old customs.

APPENDIX 4

IRREGULAR VERBS LISTS

Simple Form	Simple Past	Past Participle
begin	began	begun
drink	drank	drunk
ring	rang	rung
run	ran	run
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
swim	swam	swum

Simple Form	Simple Past	Past Participle
bend	bent	bent
bleed	bled	bled
breed	bred	bred
build	built	built
creep	crept	crept
feed	fed	fed
feel	felt	felt
keep	kept	kept
leave	left	left
learn	learnt	learnt
lend	lent	lent
mean	meant	meant
meet	met	met
read	read	read
send	sent	sent
sleep	slept	slept
smell	smelt /(smelled)	smelt /(smelled)

spend	spent	spent
spill	spilt /(spilled)	spilt /(spilled)
spoil	spoilt	spoilt
sweep	swept	swept
weep	wept	wept

Simple Form	Simple Past	Past Participle
hold	held	held
sell	sold	sold
tell	told	told

Simple Form	Simple Past	Past Participle
broadcast	broadcast	broadcast
burst	burst	burst
cost	cost	cost
cut	cut	cut
fit	fit	fit
hit	hit	hit
hurt	hurt	hurt
knit	knit /(knitted)	knit /(knitted)
let	let	let
put	put	put
quit	quit	quit
set	set	set
shut	shut	shut
spit	spit / (spat)	spit / (spat)
split	split	split
spread	spread	spread
upset	upset	upset

Simple Form	Simple Past	Past Participle
dig	dug	dug
hang	hung	hung
light	lit / (lighted)	lit / (lighted)
lose	lost	lost
make	made	made
shoot	shot	shot
sit	sat	sat
sneak	snuck (sneaked)	snuck (sneaked)
spin	spun	spun
stand	stood	stood
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swing	swung	swung
understand	understood	understood
win	won	won

Simple Form	Simple Past	Past Participle
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
find	found	found
grind	ground	ground
seek	sought	sought
teach	taught	taught
think	thought	thought

Simple Form	Simple Past	Past Participle
blow	blew	blown
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown
withdraw	withdrew	withdrawn

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
break	broke	broken
choose	chose	chosen
drive	drove	driven
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
give	gave	given
hide	hid	hidden
mistake	mistook	mistaken
overtake	overtook	overtaken
ride	rode	ridden
rise	rose	risen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
take	took	taken
wake	woke	woken
weave	wove	woven
write	wrote	written

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
beat	beat	beaten
bite	bit	bitten
eat	ate	eaten
fall	fell	fallen
get	got	gotten / got
shave	shaved	shaven / shaved
show	showed	shown
swear	swore	sworn
swell	swelled	swollen / swelled
tear	tore	torn
wear	wore	worn

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
become	became	become
come	came	come

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
do	did	done
go	went	gone
lay (položiti)*	laid	laid
lie (ležati)**	lay	lain
lie (lagati)***	lied	lied
pay	paid	paid
say	said	said
see	saw	seen

*Perhaps we should **lay the paper** over the floor while we paint the room.

*Please **lay down that book** and listen to me.

** My dog loves **to lie down** near the fireplace.

***Don't listen to her. She always **lies**.

References

- Bailey, S. (2018). Academic Writing for University Students (5th ed.). Routledge.
- [Cambridge Dictionary](https://dictionary.cambridge.org/dictionary/) <https://dictionary.cambridge.org/dictionary/>
- Clark, A. N. (1985). Dictionary of Geography. London: Penguin Books.
- Coe, N., Harrison, M., & Paterson, K. (2006). Oxford Practice Grammar: Basic. Oxford: Oxford University Press.
- Dubicka, I., & O’Keeffe, M. (2002/2013). English for International Tourism. Harlow: Longman/Pearson Education. Student’s Book, Workbook, Audio and Video Materials.
- Dudeney, G., Hockly, N., & Pegrum, M. (2013). Digital Literacies. Routledge.
- Eastwood, J. (1999). Oxford Practice Grammar Intermediate. Oxford: Oxford University Press.
- [European Digital Education Hub](#)
- Garrison, D. R. (2016). E-Learning in the 21st Century (3rd ed.). Routledge.
- Hampel, R., & Stickler, U. (2015). Developing Online Language Teaching. Palgrave Macmillan.
- Harrison, R., Philpot, S., & Curnick, L. (2007). New Headway Academic Skills 2. Oxford: Oxford University Press.
- Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Routledge.
- Lazić, L., & Košić, K. (2023). Turistička geografija [electronic resource]. Ponovljeno izdanje. Novi Sad: Prirodno-matematički fakultet, Departman za geografiju, turizam i hotelijerstvo.
- Longman Advanced American Dictionary (2007). Harlow: Pearson Longman.
- [Manchester Academic Phrasebank](#)
- Marshall, S. (2018). Grammar for Academic Purposes. Pearson Education ESL.
- McCarthy, M., & O’Dell, F. (2005). English Collocations in Use. Cambridge: Cambridge University Press.
- McCarthy, M., & O’Dell, F. (2017). Academic Vocabulary in Use. Cambridge University Press.
- Murphy, R. (2000). English Grammar in Use. Cambridge: Cambridge University Press.
- [National Geographic Learning — Tourism Resources](#)

- Oxenden, C., & Koenig-Latham, C. (2006). New English File. Oxford: Oxford University Press. Student's Book, Workbook, Audio and Video Materials (selection).
- [Oxford Collocation Dictionary](#)
- Oxford English-Serbian Student's Dictionary. (2007). Oxford: Oxford University Press.
- [Oxford Learner's Dictionaries](#)
- Oxford Practice Grammar. Oxford: Oxford University Press.
- Palloff, R. M., & Pratt, K. (2007). Building Online Learning Communities. Jossey-Bass.
- Pohl, A. (1996). Test Your Professional English: Hotel and Catering. Harlow: Penguin English Guides.
- [Purdue OWL](#)
- Strutt, P. (2013). English for International Tourism (New Edition). Pearson.
- Swan, M. (2016). Practical English Usage (4th ed.). Oxford University Press.
- Swan, M., & Walter, C. (1997). How English Works. Oxford: Oxford University Press.
- [UNESCO AI and Education Resources](#)
- Vince, M. (2014). Language Practice for First. Macmillan.
- Vuković Vojnović, D. (2010). English for Specific Purposes: Tourism and Hospitality. Univerzitet u Novom Sadu, Prirodno-matematički fakultet. ISBN-978-86-7031-218-0
- Walker, R., & Harding, K. (2006). Tourism 1 and Tourism 2. Oxford: Oxford University Press.
- Wallace, M. (2004). Study Skills in English. Cambridge: Cambridge University Press.
- Warschauer, M. (1997). Computer-Mediated Collaborative Learning: Theory and Practice. Modern Language Journal.
- Wood, N. (1996). Tourism and Catering Workshop. Oxford: Oxford University Press.

Online resources:

- <https://elt.oup.com/student/practicegrammar/?cc=rs&selLanguage=en>
- <https://hortoninternational.com/should-you-create-a-video-cv/>
- <https://invideo.io/>
- <https://joannaesl.com/wp-content/uploads/2023/04/b1b2-introduction-to-job-interviews-worksheet-teachers-notes.pdf>

- <https://learnenglish.britishcouncil.org/english-levels/improve-your-english-level/how-prepare-job-interview-english>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/delexical-verbs-have-take-make-give-go-do>
- <https://live-english.net/30-useful-sentences-job-interview-english/>
- <https://openenglishcommunity.org/page/english-for-tourism-professionals-etp>
- <https://reslink.io/blog/how-to-make-a-video-resume>
- <https://unsplash.com/>
- <https://wawel.krakow.pl/en/explore>
- <https://web.diffit.me/>
- <https://whichmuseum.com/place/europe-18287/t-open-air>
- <https://www.beamish.org.uk/>
- <https://www.canva.com/>, <https://prezi.com/>, <https://padlet.com/>, <https://miro.com/?>
- https://www.ecsplicite.com/extranet/site/download_en/fichiers/PDF/key_for_interviews/KEY_PHRASES_FOR_INTERVIEWS.pdf
- <https://www.elllo.org/>
- <https://www.english-heritage.org.uk/>
- <https://www.japan-guide.com/e/e2164.html>
- <https://www.jersey.com/>
- <https://www.linkedin.com/pulse/acing-job-interview-your-second-language-kristine-knutter-ceip>
- <https://www.linkedin.com/pulse/video-resume-next-trend-job-search-tips-examples-morgan-mckinley-bjlge/>
- <https://www.logarska-solcavsko.si/en/solcava-is-a-harmony-of-three-valleys/>
- https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are <https://www.londonschool.com/blog/13-useful-expressions-job-interviews/>
- https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are <https://www.londonschool.com/blog/13-useful-expressions-job-interviews/>
- <https://www.untourism.int/glossary-tourism-terms>
- <https://www.vergemagazine.com/22-1/departments/how-to-become-a-safari-guide.html>
- <https://www.youtube.com/@DaveMasonNZ/search?query=travel%20consultant>
- <https://www.youtube.com/watch?v=LspIeUElIFA>

- <https://www.youtube.com/watch?v=RmJr-EyLLGw>

GLOSSARY OF TERMS²⁶

A

abroad, adv.: in or to a foreign country; e.g. Many students travel abroad during the summer.

accept a walk-in, v.: to serve a customer without a reservation;

access, n.: the ability to enter or use something (n.); e.g. Guests have access to the gym.

accessible, adj.: easy to reach or use, especially for people with disabilities; e.g. The hotel is accessible for wheelchair users.

accommodation, n.: a place where people stay, such as a hotel or apartment; e.g.

achieve, v.: to successfully reach a goal; e.g. The company achieved high customer satisfaction.

adaptable, adj.: able to change easily in different situations; e.g. A good tour guide is adaptable.

adjoining/connecting rooms, n.: hotel rooms that are next to each other and connected by a door;

advancement, n.: progress in a career or position; e.g. She hopes for career advancement in tourism.

adventure travel, n.: travel that includes exciting or risky activities; e.g.

adventurous, adj.: willing to try new or risky activities;

advertise, v.: to promote a product or service; e.g. Hotels often advertise online.

advertisement, n.: an announcement; e.g. job advertisement

advice, n.: suggestions or recommendations; e.g. The travel agent gave useful advice.

airport shuttle, n.: a transport service between the airport and a hotel;

à la carte dining, n.: a menu where each dish is ordered and paid for separately; e.g. We chose à la carte dining instead of the buffet.

allocate, v.: to give something for a specific purpose; e.g. The manager allocates rooms to guests.

allow, v.: to let something happen; e.g. The hotel allows pets.

amenities, n. (pl.): extra services or facilities in a hotel; e.g. Amenities include a pool and spa.

ancestors, n. (pl.): family members from the past; e.g. Tourists visit places of their ancestors.

²⁶Note: The glossary uses some short forms: noun – n.; verb – v.; adjective – adj.; adverb – adv.; preposition – prep.; plural – pl.; British (U.K.), American (U.S.); example – e.g.; uncountable [U].

ancient, adj.: very old, from a long time ago; e.g. The city has ancient ruins.

apartment, n.: a set of rooms for living; e.g. They rented an apartment for their holiday.

apologise, v.: to say sorry; e.g. We apologise for the inconvenience.

appeal, v.: to be attractive or interesting to someone; e.g. The resort appeals to young tourists.

appetizer (Am.), n.: a small dish served before the main course;

apply for, v.: to formally request something (e.g. a job or visa);

arrival, n.: the act of coming to a place; e.g. Guests receive a welcome drink on arrival.

arrive, v.: to reach a place; e.g. We arrived at the hotel late at night.

artwork, n.: objects such as paintings or sculptures; e.g. The museum displays modern artwork.

assignment, n.: a task or piece of work given to someone;

assist, v.: to help someone; e.g. Porter assists guests with their luggage.

assistance, n.: help or support; e.g. Please ask for assistance at reception.

attend, v.: to go to an event; e.g. She attended an international tourism conference.

attract, v.: to draw interest or attention; e.g. The city attracts many tourists each year.

attraction, n.: a place that tourists visit; e.g. The castle is a popular tourist attraction.

attractive, adj.: pleasing or interesting; e.g. The destination is attractive to young travellers.

augmented reality (AR), n.: technology that adds digital information to the real world;

authentic, adj.: real and genuine, not fake; e.g. Tourists look for authentic local food.

availability, n.: whether something is free; e.g. Before travelling always check room availability.

avoid, v.: to stay away from something; e.g. Try to avoid crowded places in peak season.

awareness, n.: knowledge or understanding of something; e.g. Raise awareness of pollution.

B

backpacking, n.: travelling with a backpack, usually on a low budget

backyard, n.: an area behind a house; e.g. The hotel has a garden like a backyard.

banish, v.: to send someone or something away; e.g. The campaign aims to banish plastic waste.

barbecue, n. & v.: a meal cooked outdoors on a grill (n.) or to cook food this way (v.);

bargain, n.: something bought at a lower price than usual; e.g. This tour package is a real bargain.

bay, n.: a part of the sea partly surrounded by land; e.g. The hotel overlooks a beautiful bay.

be packed with, v.: to be full of something; e.g. The museum is packed with visitors in summer.

beautiful, adj.: very attractive; e.g. The park is beautiful.

beauty, n.: the quality of being attractive; e.g. Tourists admire the natural beauty of the region.

bed and breakfast (B&B), n.: 1. a small place offering a room and breakfast; e.g. We stayed in a cozy B&B. 2. a type of service in a hotel, an overnight stay with breakfast included.

bed linen, n.: sheets and covers for a bed; e.g. The hotel changes bed linen daily.

bedside table, n.: a small table next to a bed; e.g. There is a lamp on the bedside table.

beer, n.: an alcoholic drink made from grain; e.g. He ordered a cold beer.

beverages, n. (pl.): drinks of any kind; e.g. The menu includes hot and cold beverages.

bill (U.K.), n.: a statement of money to pay; e.g. Could we get the bill, please?

bistro, n.: a small restaurant; e.g. They had lunch in a French bistro.

bland, adj.: having little flavour; e.g. The soup was too bland.

board, n. : meals provided with accommodation (n.);

board, v.: to get on transport (v.); e.g. We boarded the plane on time.

boarding pass, n.: a document to enter a plane; e.g. Show your boarding pass.

boat for, v.: to travel by boat to a place; e.g. They boated for the island early in the morning.

bond, n.: a connection between people; e.g. Travel can create a strong bond between friends.

book, v.: to reserve something in advance; e.g. You should book your hotel early.

booking platform, n.: a website for reserving travel services;

booking, n.: a reservation; e.g. I made a booking online.

boost, v.: to increase or improve something; e.g. Tourism helps boost the local economy.

bountiful harvest, n.: a large number of crops collected;

boutique hotel, n.: a small, stylish hotel; e.g. They stayed in a boutique hotel in the city centre.

brand, n.: a product or company name; e.g. This hotel brand is well known.

breakfast, n.: the first meal of the day; e.g. Breakfast is served from 7 a.m.

breathtaking, adj.: extremely beautiful; e.g. The view from the mountain is breathtaking.

brewery, n.: a company or a place that produces beer

bring to life, v.: to make something more interesting or real; e.g. The guide brings history to life.

bring up, v.: to mention a topic; e.g. She brought up the issue of overcrowding during the meeting.

budget, n.: the amount of money available to spend; e.g. We planned the trip on a small budget.

buffet breakfast, n.: a meal where guests serve themselves from a variety of food;

build, v.: to construct something; e.g. They plan to build a new resort.

burial, n.: the act of placing a dead body in the ground; e.g. ancient burial traditions.

business trip, n.: travel for work purposes; e.g. He is on a business trip in Berlin.

C

cabin crew, n.: staff working on an aircraft; e.g. The cabin crew gave safety instructions.

cabinet, n.: a piece of furniture for storage;

café, n.: a small restaurant serving drinks and light meals;

call back, v.: to return a phone call;

campsite, n.: a place where people can camp;

cancel, v.: to decide not to continue with something; e.g. They cancelled the reservation.

cancellation policy, n.: rules about cancelling a booking;

captivate, v.: to attract and hold attention; e.g. The show captivated the audience.

carbon footprint, n.: the amount of carbon emissions produced;

career, n.: a job or profession over a long period; e.g. She has a career in tourism.

carnival, n.: a public festival with music and costumes;

carry out, v.: to perform or complete a task; e.g. Housekeeping staff carry out daily cleaning.

castle, n.: a large historic building; e.g. The castle is a major attraction.

catch, v.: to reach or take (transport); e.g. We caught the early train.

cathedral, n.: a large important church; e.g. The cathedral is over 500 years old.

cave, n.: a natural underground space; e.g. Tourists explored the famous Škocjan Cave.

celebrate, v.: to mark a special event; e.g. They celebrate the festival every year.

celebration, n.: an event to mark something special; e.g. The celebration lasted all day.

celebratory, adj.: related to celebration; e.g. They had a celebratory dinner.

ceremonial, adj.: related to formal events; e.g. The ceremony included ceremonial costumes.

ceremony, n.: a formal event; e.g. The wedding ceremony was beautiful.

change, n. & v.: the act of becoming different (n.) or to make or become different (v.)

charity, n.: an organization that helps people financially or by other means;

check in, v.: to register at a hotel or airport; e.g. Guests check in after 2 p.m.

check out, v.: to leave a hotel and pay; e.g. We checked out early.

check, v.: to examine or confirm something; e.g. Please check your booking details.

chef, n.: a professional cook; e.g. The chef prepares local dishes.

choice, n.: an option or selection; e.g. There is a wide choice of hotels.

classic, adj.: traditional and well-known; e.g. This is a classic tourist destination.

classical, adj.: related to classical music or classicism style in art, design or architecture;

clearance sale, n.: selling items at reduced prices; e.g. The shop has a clearance sale.

clickbait, n.: online content designed to attract attention; e.g. Avoid misleading clickbait.

closet (U.S.), n.: a storage space for clothes; wardrobe (U.K.); e.g. The room has a large closet.

coach, n.: a long-distance bus with more comfortable seats than a regular bus;

coast, n.: the land near the sea; e.g. The hotel is on the coast.

coastal, adj. related to a coast; situated near the coast; e.g. Sanremo is a beautiful coastal town.

coffee-making facilities, n.: equipment for making coffee;

coincide, v.: to happen at the same time; e.g. The festival coincides with the holiday season.

collaboration, n.: working together; e.g. The project requires collaboration.

come back, v.: to return; e.g. Tourists often come back.

come up with, v.: to think of an idea; e.g. She came up with a new tour idea.

comfort, n.: a state of physical ease; e.g. Guests expect comfort and good service in a hotel.

comfortable, adj.: feeling or creating a feeling of being relaxed and at ease;

commemorate, v.: to remember officially; e.g. The monument commemorates the end of WW1

communication skill, n.: the ability to communicate effectively;

comparison site, n.: a website that compares prices; e.g. Use a comparison site to find a better deal.

compete, v.: to fight for a position, profit or prize.

complain, v.: to show dissatisfaction about something

complaint, n.: a statement of dissatisfaction; e.g. The guest made a complaint.

complimentary services, n.: free services provided; e.g. The hotel offers complimentary toiletries.

concern, n.: a worry or issue; e.g. Safety is a major concern.

concierge service, n.: the help provided to guests; e.g. Concierge service is available 24 hours.

confidence, n.: belief in oneself; e.g. Confidence is important in hospitality.

confident, adj.: be sure about one's abilities; e.g. She is confident when speaking to guests.

confirm, v.: to state something is true; e.g. Please confirm your booking.

confirmation, n.: proof that something is arranged; e.g. You will receive confirmation by email.

connection, n.: a link between places or people; e.g. We have a flight connection.

conservation efforts, n.: actions to protect nature; e.g. The park supports conservation efforts.

consumer, n.: a person who buys goods or services; e.g. Consumers expect good service.

convenience, n.: ease and comfort; e.g. Online booking offers convenience.

copyright, n.: legal rights over creative work; e.g. Respect copyright laws.

corporate travel, n.: travel for business purposes; e.g. Corporate travel is increasing.

costume, n.: special clothes for events; e.g. People wear costumes at festivals.

cottage, n.: a small house, often in the countryside; e.g. They stayed in a cottage.

counterclockwise, adv.: in the opposite direction of the clock hands rotation;

course, n.: a part of a meal; e.g. The main course was delicious.

courteous, adj.: polite and respectful; e.g. Staff should be courteous to guests.

craft beer, n.: beer made in small quantities by independent breweries;

crafts, n. (pl.): handmade objects; e.g. The market sells traditional crafts.

create, v.: to make something new; e.g. They create unique travel experiences.

crispy, adj.: firm and crunchy; e.g. The fries were crispy.

critical thinking, n.: the ability to think clearly and logically;

crop, n.: plants grown for food; e.g. Wheat is an important crop.

crossing, n.: a place where pedestrians or cyclists cross; railway crossing; travelling across -
e.g. a crossing for ferries;

crown, n.: a decorative headpiece worn by a king or queen;

crown, v.: to recognise officially as king or queen;

cruise, n. & v.: a holiday on a ship (n.) or to travel by ship (v.);

cuisine, n.: a manner of preparing food; a style of cooking; e.g. Italian cuisine is very popular.

culinary tourism, n.: travel focused on food experiences; e.g. Italy is popular for culinary tourism.

cultural heritage, n.: traditions and history of a place;

custom, n.: a traditional way of doing things; e.g. It is a local custom.

customer satisfaction, n.: the quality of how happy customers are;

customer, n.: a person who buys goods or services;

D

daily special, n.: a dish offered at a special price;

daily, adj. & adv.: happening every day (adj.) or every day (adv.); e.g. Rooms are cleaned daily.

deadlines, n. (pl.): times when something must be finished; e.g. They work under strict deadlines.

deal with, v.: to handle or manage something; e.g. Staff deal with complaints.

deal, n.: an agreement or special offer; e.g. We got a good deal on the room price.

decide, v.: to choose; e.g. We decided to visit Paris.

deck, n.: a floor on a ship; e.g. We stood on the upper deck enjoying the view.

declare, v.: to officially state something; e.g. You must declare goods at customs.

decorate, v.: to make something look attractive; e.g. They decorate the hotel for holidays.

defence, n.: protection from danger; e.g. The castle was built for defence.

delay, n. & v.: a late situation (n.) or to be late (v.); e.g. The flight was delayed.

delicacy, n.: a special or rare food; e.g. Sushi is a Japanese delicacy.

delicious, adj.: very tasty; e.g. The meal was delicious.

deliver, v.: to bring something to someone; e.g. Room service delivers food.

deluxe room, n.: a high-quality hotel room; e.g. They booked a deluxe room.

delve, v.: to explore deeply; e.g. The tour delves into history.

demolish, v.: to destroy a building; e.g. The old hotel was demolished.

denial, n.: the refusal to accept something; e.g. The claim was met with denial.

depart, v.: to leave; e.g. The train departs at noon.

departure, n.: the act of leaving; e.g. Check the departure time.

dependable, adj.: reliable and trustworthy; e.g. The service is dependable.

depth, n.: a distance from top to bottom; e.g. The lake has great depth.

dessert, n.: a sweet dish after a meal; e.g. We ordered dessert.

destination, n.: the place where someone is going; e.g. Spain is a popular tourist destination.

detail-oriented, adj.: paying attention to details; e.g. A receptionist must be detail-oriented.

detox, n.: a process of removing toxins; e.g. The spa offers detox programs.

develop, v.: to grow or improve; e.g. Tourism helps develop the region.

development, n.: growth or progress; e.g. Tourism development creates jobs.

digital screen, n.: electronic display device; e.g. Information is shown on a digital screen.

digital tools, n.: technology used for tasks; e.g. Hotels use digital tools for bookings.

diner, n.: a small informal restaurant, typically North American; e.g. We ate at a roadside diner.

dinner, n.: the main meal of the day; e.g. Dinner is served at 7 p.m.

dirt, n.: soil or dust; e.g. The trail was covered in dirt.

discounts, n. (pl.): reduced prices; e.g. Students receive discounts.

dissatisfaction, n.: lack of satisfaction; e.g. Poor service causes dissatisfaction.

diversity, n.: variety of different things; e.g. The region is known for cultural diversity.

do business, v.: to work in trade or commerce; e.g. They do business internationally.

dormitory, n.: a room with many beds; a residence hall providing basic accommodation;

double room, n.: a room for two people with one double bed;

dough, n.: mixture of flour, water and other ingredients used to make bread;

downtown, n. & adj.: the central area of a city;

draft beer, n.: beer served from a container or a keg; e.g. He ordered draft beer.

drinkable, adj.: safe or pleasant to drink; e.g. The water is drinkable.

drip, v.: to fall in drops; e.g. Water drips from the roof.

driver, n.: a person who drives a vehicle; e.g. The driver was experienced.

drop off, v.: to take someone to a place; e.g. The taxi dropped us off.

E

eat a horse, v.: to be very hungry; e.g. After the hike, I could eat a horse.

eat out, v.: to eat in a restaurant or café; e.g. We usually eat out on weekends.

eatery, n.: a place where people can eat; e.g. The town has many small eateries.

eco-friendly, adj.: not harmful to the environment;

ecotourism, n.: responsible travel that protects the environment;

educational tourism, n.: travel for learning purposes; e.g. Students go on educational tourism trips.

elegance, n.: beauty and style; e.g. The Hotel Bristol in Belgrade is known for its elegance.

embrace, v.: to accept something willingly; e.g. Tourists embrace local culture.

emergency, n.: a serious unexpected situation; e.g. Call for help in an emergency.

employee, n.: a person who works for a company;

en suite, adj.: with a private bathroom; e.g. The room is en suite.

encounter, n. & v.: a meeting (n.) or to meet unexpectedly (v.); e.g. We encountered friendly locals.

encourage, v.: to give support or confidence; e.g. Guides encourage tourists to explore.

energy, n.: power or strength; e.g. Hiking in the mountains requires a lot of energy.

energetic, adj.: having power or strength;

enhance, v.: to improve something; e.g. Technology enhances guest experience.

enjoy, v.: to take pleasure in something; e.g. Visitors enjoy the view.

ensure, v.: to make certain; e.g. Staff ensure guest safety.

enthusiasm, n.: strong interest or excitement; e.g. She works with enthusiasm.

entrée (U.S.), n.: the main course of a meal; e.g. He ordered steak as an entrée.

equipment, n.: tools or items used for a purpose; e.g. Hiking equipment is essential.

establish, v.: to set up or create; e.g. They established a travel company.

event, n.: an organized occasion; e.g. The festival is a major event.

evolve, v.: to develop gradually; e.g. Tourism trends evolve over time.

excursion, n.: a short trip; e.g. We went on an excursion to the island.

exhibit, v. & n.: to show something; e.g. The museum exhibits art.; the object shown.

exhibition, n.: a public display; e.g. The exhibition attracted many visitors.

experience, n. & v.: knowledge you gain through something; to go through something and gain knowledge about it; e.g. When you travel, you can experience new cultures.

explore, v.: to travel and discover; e.g. They explored the old town.

F

facilities, n. (pl.): buildings or services provided; e.g. The hotel has excellent facilities.

fame, n.: being well known; e.g. The city gained fame for its UNESCO heritage site.

family room, n.: a large room for families;

famous, adj.: well-known; e.g. The landmark is famous for the clock tower.

fascinate, v.: to interest greatly; e.g. A tour guide always fascinates tourists with interesting stories.

faucet (U.S.), n.: a tap for water; e.g. Turn off the faucet.

feast, n.: a large meal;

feedback, n.: opinions from customers; e.g. We collect guest feedback.

fermentation, n.: a process used in making food or drink;

ferry, n.: a boat for transport; e.g. We took a ferry to Thasos.

festival, n.: a special event or celebration;

festive, adj.: related to celebration; e.g. The city has a festive atmosphere.

fill in, v.: to complete a form; e.g. Please fill in the form.

fill with, v.: to make full; e.g. The room filled with guests.

find out, v.: to discover information; e.g. We found out about the tour online.

fine dining restaurant, n.: a high-quality restaurant; e.g. They booked a fine dining restaurant.

firework display, n.: a show of fireworks; e.g. The firework display was spectacular.

fish, n.: an animal living in water used as food; e.g. The restaurant serves fresh fish.

fitness centre, n.: a place for exercise; e.g. Guests can use the fitness centre.

flags, n. (pl.): pieces of cloth representing countries; e.g. Flags were displayed.

flashlight, n.: a portable light; e.g. A flashlight can come handy if your phone uses up the battery.

flavourless, adj.: without taste; e.g. The food was flavourless.

flavoursome, adj.: full of flavour; e.g. The dish was very flavoursome.

flexible, adj.: able to change easily; e.g. Flexible plans are useful.

flight attendant, n.: a person serving passengers on a plane; e.g. The flight attendant helped us.

flight, n.: a journey by air; e.g. The flight was delayed.

fluffy, adj.: soft and light; e.g. The pancakes were fluffy.

folklore, n.: traditional stories, beliefs and customs; e.g. The guide explained local folklore.

follow up, v.: to check again; e.g. Staff follow up on complaints.

food, n.: things people eat; e.g. The food was excellent.

formal, adj.: official or serious; e.g. The event had a formal dress code.

foster, v.: to encourage development; e.g. Tourism fosters economic growth.

founder, n.: a person who starts something; e.g. He is the founder of the company.

freeway (U.S.), n.: a large road with multiple lanes for fast traffic; *motorway* (U.K.)

full board (FB), n.: accommodation with all (typically three) meals included; e.g. The package includes full board.

G

gain, v.: to get or obtain something; e.g. The company gained more customers.

game, n. [U]: also quarry; wild animals or birds that are hunted for food or sport. e.g. Common pheasants are often hunted as game.

generic, adj.: not specific or branded;

get off, v.: to leave a vehicle; e.g. We got off the bus.

get on, v.: to enter a vehicle; e.g. Passengers get on the train.

give advice, v.: to suggest what someone should do; e.g. Travel agents give advice to tourists.

glacier, n.: a large mass of ice; e.g. The glacier is a natural attraction.

go on, v.: to continue or take part;

go through, v.: to undergo something or examine; e.g. We went through security.

goddess, n.: a female god; e.g. The temple is dedicated to the goddess Athena.

grab, v.: to take quickly; e.g. Let's grab a snack.

granary, n.: a building for storing grain; e.g. The granary is historical.

guest expectations, n.: what guests expect from a service; e.g. Hotels must meet guest expectations.

guesthouse, n.: a small place offering accommodation; e.g. They stayed in a guesthouse.

guided tour, n.: a tour led by a guide;

gym, n.: a place for exercise;

H

half board (HB), n.: accommodation with breakfast and one other meal; e.g. The hotel offers half board.

half-price, adj.: costing 50% less; e.g. Tickets are half-price today.

handle a complaint, v.: to deal with a problem; e.g. Staff handle complaints professionally.

handle, v.: to deal with or manage;

harvest, n. & v.: crops collected (n.) or to collect crops (v.); e.g. Farmers harvest crops.

have fun, v.: to enjoy oneself; e.g. Tourists have fun on holiday.

head chef, n.: the main chef; e.g. The head chef designs the menu.

head for, v.: to go towards; e.g. We headed for the beach.

height, n.: how tall something is; e.g. The mountain's height is impressive.

help, n. & v.: assistance (n.) or to assist (v.); e.g. Staff help guests.

helpful, adj.: giving help; e.g. The staff were helpful.

heritage site, n.: a place of historical importance; e.g. It is a UNESCO heritage site.

heritage, n.: traditions and history; e.g. The region protects its heritage.

hidden fees, n.: extra costs not clearly stated; e.g. Watch out for hidden fees.

hike, n. & v.: a long walk (n.) or to walk in nature (v.); e.g. We hiked in the mountains.

hiking, n.: the activity of walking in nature; e.g. Hiking is popular.

historic, adj.: important in history; e.g. The historic monuments are often included in guided tours.

historical, adj. connected to studying history or the past; e.g. Historical documents are kept in the archive.

history, n.: events of the past;

hold, v.: to keep or organize; e.g. The hotel holds events.

holiday apartment, n.: an apartment for tourists; e.g. They rented a holiday apartment.

holiday, n.: a period of travel or rest; e.g. They are on holiday.

homestay, n.: staying in a local person's home; e.g. Homestay offers cultural experience.

honeymoon suite, n.: a special suite for couples; e.g. They stayed in a honeymoon suite.

hopeless, adj.: without hope; e.g. The situation seemed hopeless.

hospitality, n.: friendly service to guests; e.g. Hospitality is important in tourism.

host, n. : a person who receives guests;

host, v.: to receive guests or to provide space and logistics for an event;

hostel, n.: low-cost accommodation with shared rooms; e.g. Students stayed in a hostel.

hotel, n.: a place offering accommodation and services; e.g. The hotel is fully booked.

housekeeping, n.: cleaning and maintenance services;

hurl, v.: to throw with force; e.g. Waves hurled against the rocks.

I

ignore, v.: to not pay attention; e.g. Do not ignore safety rules.

immediately, adv.: at once; e.g. Please respond immediately.

immerse, v.: to become fully involved; e.g. Tourists immerse themselves in culture.

immersive, adj.: deeply engaging; Virtual reality offers immersive experience.

impress, v.: to make someone admire; e.g. The service impressed guests.

include, v.: to contain as part; e.g. The price includes breakfast.

income, n.: money earned; e.g. Tourism generates income.

inconvenience, n.: a problem or difficulty; e.g. We apologize for the inconvenience.

increase, n. & v.: a rise (n.) or to become greater (v.); e.g. Prices increased.

inform, v.: to give information; e.g. Please inform the staff.

informal, adj.: relaxed and not official; casual;

information, n.: facts or details; e.g. Ask for information at reception.

ingredient, n.: a part of a dish; e.g. Fresh ingredients are used.

in-room safe, n.: a secure box in a hotel room;

interact, v.: to communicate with others; e.g. Tourists interact with locals.

intercultural communication, n.: communication between cultures;

interview, n. & v.: a meeting to ask questions (n.) or to ask questions formally (v.); e.g. She had a job interview.

invention, n.: a new creation; e.g. The invention changed travel.

island, n.: land surrounded by water; e.g. The island of Thasos is a popular Greek resort.

issue, n.: a problem or topic; e.g. Safety is an important issue.

item, n.: an individual thing; e.g. Items are listed on the bill.

itinerary, n.: a plan of a trip; e.g. The itinerary includes visits.

J

jet lag, n.: the tired feeling after long-distance travel across time zones; e.g., I felt jet lag after the flight.

journey, n.: travel from one place to another; e.g. The journey from Belgrade to Novi Sad takes about an hour.

joy, n.: a feeling of happiness; e.g., Travel brings joy.

joyful, adj.: full of happiness; e.g., The festival was joyful.

jump, v.: to move quickly into the air; e.g., Children jumped into the pool.

junction, n.: a place where roads meet; e.g., Turn left at the junction.

junior suite, n.: a smaller luxury hotel room; e.g., They booked a junior suite.

just, adv.: only or exactly; e.g., It is just around the corner.

K

keep, v.: to continue or retain; e.g. Please keep your ticket.

kettle, n.: a container for boiling water; e.g. The room has a kettle.

key card, n.: an electronic card for access; e.g. Use the key card.

key, n.: a tool to open a lock; e.g. Here is your room key.

kitchenette, n.: a small kitchen;

knead, v.: to mix dough by hand;

knock down (price), v.: to reduce a price; e.g., They knocked down the price.

knock, v.: to hit a door to get attention; e.g., Please knock before entering.

knowledge, n.: information and understanding; E.g., Guides have good knowledge of history.

knowledgeable, adj.: having a lot of knowledge; E.g., The guide was very knowledgeable about the town's history.

L

lager, n.: a type of light beer; e.g. He ordered a cold lager.

lake, n.: a large area of water surrounded by land; e.g. The hotel is near a lake.

land, v.: to arrive on land from the sea or air; e.g. The flight from Madrid lands at 7 am.

landmark, n.: a famous or important place; e.g. The Petrovaradin Fortress is a landmark of Novi Sad.

laundry service, n.: a service for washing clothes; e.g. The hotel offers laundry service.

learn, v.: to gain knowledge; e.g. Tourists learn about culture.

leave a tip, v.: to give extra money for service; e.g. It is polite to leave a tip.

leisure, n.: free time; e.g. Travel is a leisure activity.

length, n.: how long something is; e.g. The length of the tour is two hours.

lid, n.: a cover for a container; e.g. Close the lid.

lobby, n.: the entrance area of a hotel; e.g. Meet me in the lobby.

local, adj.: relating to a place; e.g. Tourism supports local communities.

local, n. a person from that place; e.g. Locals recommend restaurants.

lodge, n.: a small house in nature; e.g. They stayed in a mountain lodge.

look after, v.: to take care of; e.g. Staff look after guests.

look around, v.: to explore; e.g. We looked around the city.

look, v.: to see or search; e.g. Look at the map.

loyalty card, n.: a card for regular customers; e.g. Use your loyalty card for discounts.

luggage rack, n.: a place to put bags; e.g. Put your suitcase on the luggage rack.

luggage storage, n.: a place to keep bags; e.g. The hotel offers luggage storage.

luxury, n.: great comfort and high quality; e.g. The resort offers luxury.

M

magic, n.: a special or exciting quality; e.g. The place has a certain magic.

main course, n.: the main dish of a meal; e.g. We had grilled fish as the main course.

main event, n.: the most important part; e.g. The concert was the main event.

make a request, v.: to ask for something; e.g. Guests can make a special request for a parking spot.

make a reservation, v.: to book in advance;

make, v.: to create or prepare; e.g. They make traditional food.

manage, v.: to control or organize;

meadow, n.: a field with grass; e.g. The meadow is beautiful.

meal, n.: food eaten at a specific time; e.g. Breakfast is a meal.

meat, n.: the flesh of the animal eaten as food;

meet, v.: to come together; e.g. Let's meet at reception.

menu, n.: list of dishes; e.g. Can I see the menu?

minibar, n.: a small fridge with drinks; e.g. The minibar is fully stocked.

miss, v.: to fail to catch or attend; e.g. We missed the bus.

mobility issues, n.: difficulty moving; e.g. The hotel supports guests with mobility issues.

monthly, adj. & adv.: happening every month; e.g. Payments are made monthly.

monument, n.: a structure to remember something; e.g. The monument commemorates WW2.

mood, n.: a feeling; e.g. The music creates a good mood.

motel, n.: a hotel for drivers; e.g. We stayed at a roadside motel.

motivated, adj.: having strong interest to act; e.g. Staff should be motivated.

mountain, n.: a high natural landform; e.g. The mountain attracts hikers.

movement, n.: action or change of position; e.g. The movement of tourists increased.

museum curator, n.: a person who manages a museum collection;

must-see, adj.: something you should not miss; e.g. The castle is must-see.

N

nautical tourism, n.: tourism related to water activities; e.g. Nautical tourism includes sailing.

neighbourhood, n.: a local area; e.g. The neighbourhood is safe.

nervous, adj.: feeling worried; e.g. She felt nervous before the trip.

nestle, v.: to be located in a protected place; e.g. The village is nestled in the valley.

noise, n.: unwanted sound; e.g. The room is free from noise.

O

observe, v.: to watch carefully; e.g. Tourists observe wildlife.

occupancy rate, n.: percentage of rooms occupied; e.g. Occupancy rate is high in summer.

offer, n. & v.: a proposal (n.) or to provide (v.); e.g. The hotel offers discounts.

olives, n. (pl.): small fruits used in food; e.g. Olives are common in Mediterranean cuisine.

on time, adv.: at the correct time; e.g. The train arrived on time.

one-way ticket, n.: ticket for one direction;

online booking, n.: reservation made online; e.g. Online booking is easy.

online content, n.: information on the internet; e.g. Hotels create online content.

online shopping, n.: buying goods online; e.g. Many tourists use online shopping.

option, n.: a choice; e.g. On the second day, you have the option to visit Prado Museum.

order, n. & v.: request food (n.) or request (v.); e.g. We ordered dinner.

organise, v.: to arrange or plan; e.g. They organise tours.

origin, n.: the start or beginning of things; e.g. Noone knows the origin of that story.

original, adj.: new and unique; e.g. The idea is original.

originate, v.: to come from; e.g. The tradition originates from Spain.

out of season, adv.: not in the main tourist time; e.g. Prices are lower out of season.

outlet store, n.: a shop selling discounted goods; e.g. The outlet store offers deals.

overcrowding, n.: too many people;

overlay, v.: to cover something; to put another layer on the top;

overpriced, adj.: too expensive; e.g. The restaurant is overpriced.

overtourism, n.: too many tourists in one place; e.g. Overtourism affects cities.

P

package holiday, n.: a trip with transport and accommodation;

panorama, n.: a wide view; e.g. The panorama of the valley is stunning.

panoramic, adj.: with a view of the wide area; The hotel offers panoramic views of the bay.

parade, n.: a public procession; e.g. The parade was colourful.

park ranger, n.: a person protecting a park; e.g. The ranger guided us.

parking lot, n.: a place for parking cars; e.g. The hotel has a parking lot.

parliament, n.: a governing body; e.g. The building houses parliament.

partridge, n.: a type of game bird; e.g. The partridge lives in the forest.

pass down to, v.: to give from older to younger; e.g. Traditions pass down.

passenger, n.: a person travelling; e.g. Passengers boarded the plane.

passport, n.: an official travel document;

patient, adj.: able to wait calmly; e.g. Staff must be patient.

patron saint day, n.: a day celebrating a saint; e.g. The town celebrates patron saint day.

peak, n.: the highest point or busiest time; e.g. Travel is expensive in peak season.

peninsula, n.: land surrounded by water on three sides; The Balkan Peninsula

pick up, v.: to collect someone; e.g. The driver will pick you up.

picturesque, adj.: visually attractive; e.g. The village is picturesque.

pilgrimage, n.: a religious journey; e.g. Many go on pilgrimage to Lourdes in the south of France.

pillow, n.: a cushion for the head; e.g. The pillow is soft.

pitch, n.: a terrain or a field where football is played;

plan, n. & v.: an arrangement (n.) or to arrange (v.);

plane, n.: an aircraft; e.g. The plane landed.

policy, n.: rules;

pond, n.: a small body of water; e.g. You can see swans in the pond.

preferred, adj.: liked more; e.g. This is my preferred option.

presentation skills, n.: ability to present information;

presentation, n.: a talk or display; e.g. She gave a presentation.

preservation, n.: protection of something; e.g. Preservation of heritage is important.

preserve, v.: to protect; e.g. We preserve traditions.

priceless, adj.: very valuable; e.g. The experience is priceless.

priest, n.: a religious leader; e.g. The priest led the ceremony.

private, adj.: not public; e.g. The room has a private bathroom.

problem-solving skills, n.: ability to find solutions; e.g. Staff need problem-solving skills.

procession, n.: a formal parade; e.g. The procession moved slowly.

professional, adj. & n.: showing skill (adj.) or a trained person (n.); e.g. She is a professional.

promote, v.: to advertise or support;

protect, v.: to keep safe; e.g. We must protect nature.

provide, v.: to give or supply; e.g. The hotel provides a variety of services.

pub, n.: a place serving drinks; e.g. We visited a pub.

pudding (U.K.), n.: a dessert; e.g. What's for pudding?

punctual, adj.: on time; e.g. Staff must be punctual.

purchase, v.: to buy;

Q

quality, n.: the standard or level of excellence of something; how good or satisfactory something is; e.g. *The hotel is famous for the high quality of its service.*

quantity, n.: the amount or number of something; e.g. A large quantity of local food is prepared during the festival.

quarter, n. (part of town): a particular area or district of a city or town, often known for a specific function, character, or group of people; e.g. The historic quarter of the city attracts many tourists every year.

queue (U.K.), n. & v.: a line of people (n.) or to wait in a line (v.); e.g. There were long queues.

R

rainforest, n.: a dense forest with high rainfall; e.g. The rainforest is rich in wildlife.

raise, v.: to increase or lift; e.g. Prices may raise in peak season.

rating, n.: a score given by users; e.g. The hotel has a high rating.

recall, v.: to remember; e.g. He recalled the trip clearly.

reception area, n.: the front desk area in a hotel; e.g. Meet us in the reception area.

receptionist, n.: a person working at reception;

recommend, v.: to suggest; e.g. I recommend this hotel.

reduce, v.: to make smaller or less; e.g. Hotels try to reduce waste.

reflection, n.: careful thought; e.g. Travel allows reflection.

refund policy, n.: rules about returning money; e.g. Check the refund policy.

refund, n.: money returned; e.g. You will get a refund.

region, n.: an area of a country; e.g. The Tuscany region in Italy is extremely popular.

register, v.: to officially record guests;

relax, v.: to rest; e.g. Tourists relax at the spa.

relaxation area, n.: a place for rest; e.g. The hotel has a relaxation area.

reliable, adj.: dependable; e.g. The service is reliable.

religion, n.: belief system; e.g. Religion influences culture.

religious tourism, n.: travel for religious purposes; e.g. Religious tourism attracts pilgrims.

religious, adj.: related to religion;

rely, v.: to depend on; e.g. We rely on reviews.

remote, adj.: far away;

renew, v.: to make new again; e.g. They renewed the contract.

renewal, n.: the act of renewing; e.g. Renewal is required yearly.

request, n. & v.: a demand (n.) or to ask (v.); e.g. Guests request services.

reservation, n.: a booking; e.g. I made a reservation.

resort manager, n.: a person managing a resort; e.g. The manager oversees operations.

resort, n.: a place for holidays; e.g. The resort is luxurious.

resource, n.: something useful; e.g. Water is a resource.

responsibility, n.: a duty, what must be done;

responsible travel, n.: travel that respects environment and culture;

responsible, adj.: having duties or being careful; e.g. Responsible tourism preserves heritage.

restaurant, n.: a place where meals are served;

restore, v.: to bring back to original condition; e.g. They restored the building to its former glory.

retail price, n.: a price for customers in direct sales; e.g. The retail price is high.

return policy, n.: rules for returning items; e.g. Check the return policy.

return ticket, n.: a ticket in both directions

review, n.: customer opinion online; e.g. Read reviews before booking.

rice, n.: a common food grain; e.g. Rice is served daily in China.

river, n.: a natural water flow; e.g. The Danube River is wide.

rocky, adj.: full of rocks;

room only, n.: overnight stay without meals; e.g. We booked room only.

room service, n.: food delivered to a room; e.g. Room service is available.

room, n.: a space in a building; e.g. The room is clean.

rough it, v.: to live simply without comfort; e.g. They decided to rough it.

rubric, n.: a set of rules for grading; e.g. The rubric explains criteria.

run out of, v.: to have no more; e.g. We ran out of water.

rural tourism, n.: travel to countryside areas;

S

safari, n.: a trip to see wild animals; e.g. They went on a safari.

safe, adj.: not dangerous; e.g. The area is safe.

safety deposit box, n.: a secure box for valuables;

sand, n.: small grains found on beaches; e.g. The sand is soft.

sandy, adj.: covered with sand; e.g. The beach is sandy.

sauce, n.: a liquid served with food; e.g. The sauce is tasty.

savoury, adj.: salty in the right way, not sweet; e.g. Gibanica is local savoury specialty.

scenic view, n.: a beautiful landscape; e.g. The route offers scenic views.

sculpture, n.: a three-dimensional piece of art made of a hard material;

seamlessly, adv.: smoothly without problems; e.g. The system works seamlessly.

season, n.: a time of year; e.g. Summer is peak season.

self-assured, adj.: confident;

self-catering, adj.: accommodation where guests cook for themselves;

send, v.: to make something go somewhere; e.g. Send the email.

serve, v.: to provide food or service; e.g. They serve breakfast.

service charge, n.: extra payment for service; e.g. Service charge is included.

set off, v.: to begin a journey; e.g. We set off early.

set out, v.: to start with a purpose; e.g. They set out to explore.

shore excursion, n.: a short trip from a ship; e.g. We booked a shore excursion.

shore, n.: land near water; e.g. The boat reached shore.

shorten, v.: to make shorter; e.g. They shortened the tour.

show up, v.: to arrive; e.g. He didn't show up.

sidewalk, n.: a path for walking; e.g. Walk on the sidewalk.

sightseeing, n.: visiting places of interest; e.g. We went sightseeing.

sign in, v.: to register; e.g. Please sign in.

significance, n.: importance; e.g. The site has cultural significance.

single room, n.: a room for one person; e.g. I booked a single room.

slope, n.: a surface that goes up or down; e.g. The slope is steep.

soak up, v.: to enjoy fully; e.g. Tourists soak up the sun.

social media campaigns, n.: online promotions; e.g. Companies run social media campaigns.

soda (Am.), n.: a soft drink; e.g. He ordered soda.

soft drinks, n.: non-alcoholic drinks; e.g. Soft drinks are included.

soft, adj.: not hard; e.g. The bed is soft.

- soften*, v.: to make less hard; e.g. Heat softens food.
- solve*, v.: to find a solution; e.g. Staff solve problems.
- sort out*, v.: to organize or fix; e.g. They sorted out the issue.
- sour*, adj.: having an acidic taste; e.g. The lemon is sour.
- spa centre*, n.: a place for relaxation and treatments; e.g. The hotel has a spa centre.
- space*, n.: an empty area; e.g. There is enough space.
- sparkling water*, n.: water with gas; fizzy water; e.g. I prefer sparkling water.
- special food*, n.: food for specific needs; e.g. They offer special food.
- special offers*, n.: discounts or deals; e.g. Check special offers.
- specialty*, n.: a product a place is known for; e.g. This dish is a specialty.
- spectacle*, n.: an impressive show; e.g. The event was a spectacle.
- spectacular*, adj.: very impressive; e.g. The view is spectacular.
- spell*, v.: to form words; e.g. Spell your name.
- spicy*, adj.: having strong flavour; e.g. The food is spicy.
- spongy*, adj.: soft and full of air; e.g. The cake is spongy.
- staff*, n.: employees; e.g. The staff are friendly.
- staple*, n.: a basic important food; e.g. Rice is a staple.
- starter (Br.)*, n.: a first course; e.g. We ordered a starter.
- statue*, n.: a sculpture of a person; e.g. The statue is famous.
- stay*, v. & n.: to remain (v.) or a period of time (n.); e.g. We stayed for a week.
- steakhouse*, n.: a restaurant serving meat; e.g. They went to a steakhouse.
- step into*, v.: to enter; e.g. Step into the room.
- step out of your comfort zone*, verb phrase: to try something new; e.g. Travel helps you step out of your comfort zone.
- stop over*, v.: to stay briefly; e.g. We stopped over in Vienna.
- stream*, n.: a small river; e.g. The stream is clear.
- study trip*, n.: travel for learning; e.g. Students went on a study trip.
- stunning views*, n.: very beautiful views; e.g. The hotel has stunning views.
- subway*, n.: an underground train; e.g. We took the subway.
- success*, n.: achieving goals; e.g. The project was a success.
- suitable for*, adj.: appropriate for; e.g. The hotel is suitable for families.
- suite*, n.: a large luxury room; e.g. They booked a suite.
- sunny*, adj.: full of sunshine; e.g. The weather is sunny.
- superior room*, n.: a better-quality room; e.g. They upgraded to a superior room.

supervise, v.: to manage or oversee; e.g. The manager supervises staff.

support, n. & v.: help (n.) or to help (v.); e.g. Staff support guests.

surname, n.: a family name; e.g. Write your surname.

surroundings, n. (pl.): the area around; e.g. The surroundings are peaceful.

sushi bar, n.: a place serving sushi; e.g. We ate at a sushi bar.

sustainable tourism, n.: tourism that protects environment and culture; e.g. Promote sustainable tourism.

sustainable, adj.: not harmful to the environment; e.g. Sustainable practices are important.

sweet, adj.: having sugar taste; e.g. The dessert is sweet.

swimming pool, n.: a place for swimming; e.g. The hotel has a swimming pool.

T

take off, v.: to leave the ground (plane); e.g. The plane took off.

take part, v.: to participate; e.g. Visitors take part in activities.

take place, v.: to happen; e.g. The event takes place annually.

take, v.: to carry or use; e.g. Take your luggage.

talk, v.: to speak; e.g. Staff talk to guests politely.

tapas bar, n.: a place serving small Spanish dishes; e.g. We visited a tapas bar.

tapestry, n.: a decorative woven wall hanging; e.g. The castle has a tapestry.

taste wine, v.: to try wine; e.g. Tourists taste wine in vineyards.

tasteless, adj.: without flavour; e.g. The food was tasteless.

tasty, adj.: having good flavour; e.g. The meal was tasty.

taverna, n.: a small restaurant, often traditional; e.g. We ate in a Greek taverna.

team player, n.: someone who works well with others; e.g. Employers value a team player.

team, n.: a group working together; e.g. The team works well.

temple, n.: a religious building; e.g. The temple is ancient.

tent, n.: a portable shelter; e.g. They slept in a tent.

topping, n.: food added on top; e.g. Choose your pizza topping.

torch, n.: a portable light; e.g. Bring a torch.

tough, adj.: difficult or strong; e.g. The hike is tough.

tour guide, n.: a person who shows tourists; e.g. The tour guide explained history.

tour leader, n.: a person leading a group; e.g. The tour leader organized everything.

tour, n. & v.: a trip (n.) or to travel around (v.); e.g. We toured the city.

tourism coordinator, n.: a person organizing tourism activities; e.g. The coordinator planned events.

tourism infrastructure, n.: facilities supporting tourism; e.g. Infrastructure is improving.

tourism revenue, n.: money earned from tourism; e.g. Tourism revenue increased.

tourism trends, n.: changes in tourism patterns; e.g. Trends show growth.

tourism, n.: travel for pleasure or business; e.g. Tourism supports the economy.

tourist trap, n.: a place that overcharges tourists; e.g. Avoid tourist traps.

tourist, n. & adj.: a person travelling for pleasure; related to tourism and tourists; e.g. Greece is a popular tourist destination.

touristy, adj.: popular with tourists, often crowded; e.g. The area is touristy.

towels, n. (pl.): cloths for drying; e.g. Clean towels are provided.

town square, n.: central open area in a town; e.g. People gather in the town square.

trade fair, n.: an exhibition for business; e.g. They attended a trade fair.

tradition, n.: customs passed down; e.g. The tradition continues.

traditional dances, n.: cultural dances; e.g. They performed traditional dances.

trailer, n.: a vehicle pulled by another; e.g. The trailer carried equipment.

train, n.: a railway vehicle; e.g. We travelled by train.

train, v. : to instruct or educate someone

trainee, n.: a person learning a job; e.g. The trainee is new.

tram, n.: a city rail vehicle; e.g. We took the tram.

transfer, n.: transport between places; e.g. Airport transfer is included.

transport, n. & v.: movement (n.) or to move (v.); e.g. Transport is available.

travel abroad, v.: to go to another country; e.g. Many people travel abroad.

travel advisor, n.: a person giving travel advice; e.g. Ask a travel advisor.

travel agency, n.: a company arranging travel; e.g. The travel agency booked it.

travel agent, n.: a person who arranges travel; e.g. The agent helped us.

travel arrangement, n.: plans for a trip; e.g. They made travel arrangements.

travel consultant, n.: an expert in travel planning; e.g. The consultant suggested options.

travel insurance, n.: insurance for trips; e.g. Buy travel insurance.

travel on a budget, verb phrase: to travel cheaply; e.g. Students travel on a budget.

travel, n. & v.: movement between places (n.) or to go (v.); e.g. They travel often.

treasure, n.: valuable objects; e.g. The museum has treasure.

tribe, n.: a social group; e.g. The tribe has traditions.

trip, n.: a short journey; e.g. We went on a trip.

truck, n.: a large vehicle; e.g. The truck delivered goods.

trunk, n.: a large storage box or car space; e.g. Put it in the trunk.

trustworthy, adj.: reliable and honest; e.g. The guide is trustworthy.

truth, n.: something true; e.g. He told the truth.

turn off, v.: to stop a device; e.g. Turn off the lights.

turn up, v.: to arrive; e.g. He turned up late.

twin room, n.: a room with two beds; e.g. We booked a twin room.

type, n.: a kind or category; e.g. This type is popular.

U

untouched, adj.: not changed or damaged; e.g. The area is untouched.

useful, adj.: helpful; e.g. The app is useful.

useless, adj.: not helpful; e.g. The information was useless.

utensils, n.: are tools or instruments used for preparing, cooking, serving, or eating food.

V

vacancy, n.: a room that is available; e.g. The hotel has no vacancy.

valley, n.: low land between mountains; e.g. The valley is green.

vary, v.: to change; e.g. Prices vary.

vehicles, n. (pl.): means of transport; e.g. Vehicles are available.

village, n.: a small settlement; e.g. The village is quiet.

vineyard, n.: land where grapes grow; e.g. We visited a vineyard.

visit, v. & n.: to go to a place (v.) or the act of going (n.); e.g. We visited the museum.

visitor, n.: a person who visits; e.g. Visitors are welcome.

volunteer travel, n.: travel to help others; e.g. She joined volunteer travel.

voyage, n.: a long journey by sea; e.g. The voyage lasted weeks.

W

waiter, n.: a person serving food; e.g. The waiter took our order.

wake up, v.: to stop sleeping; e.g. We woke up early.

walk-in guest, n.: a guest without reservation; e.g. We accepted a walk-in guest.

warn, v.: to inform about danger; e.g. They warned tourists.

water, n.: a drink; e.g. Drink water.

waterfall, n.: water falling from height; e.g. The waterfall is beautiful.

website, n.: a page on the internet; e.g. Visit the website.

wedding ceremony, n.: a marriage event; e.g. The wedding ceremony was lovely.

weight, n.: how heavy something is; e.g. Check luggage weight.

welcome, v. & n.: to greet (v.) or a greeting (n.); e.g. They welcomed guests.

wellness centre, n.: a place for health and relaxation; e.g. The hotel has a wellness centre.

well-organized, adj.: arranged properly; e.g. The tour is well-organized.

wheat crop, n.: wheat grown for food; e.g. The wheat crop was good.

width, n.: how wide something is; e.g. The width of the road is large.

wild turkey, n.: a bird species; e.g. The wild turkey lives here.

wildlife tourism, n.: travel to see animals; e.g. Wildlife tourism is popular.

wildlife, n.: animals living in nature; e.g. The park protects wildlife.

windy, adj.: with strong wind; e.g. It is windy today.

wine tourism, n.: travel focused on wine; e.g. Wine tourism includes tastings.

wine, n.: an alcoholic drink made from grapes; e.g. They serve house wine.

wonder, n. & v.: a feeling of amazement (n.) or to feel curious (v.); e.g. The place fills you with wonder.

wonderful, adj.: very good; e.g. The experience was wonderful.

wooden, adj.: made of wood; e.g. The house is wooden.

work out, v.: to solve or exercise; e.g. They worked out the plan.

work, n. & v.: job (n.) or to perform tasks (v.); e.g. He works in tourism.

worship, n. & v.: religious practice (n.) or to show devotion (v.); e.g. People worship at the temple.

writer, n.: a person who writes; e.g. The writer described the journey.

Y

yearly, adj. & adv.: happening every year; e.g. The festival is held yearly.