

Tourism

Aim: to prepare students to write a report

Level: Upper intermediate / B2

Language: summarizing; reporting; comparing and contrasting information

Time: 60 minutes + 30 minutes for exam task

Materials: one copy of the worksheet and exam question per student; one copy of Speaking A and B per pair of students

Note: There are a variety of report types, but one common feature of most reports is the use of formal language. In general, this is because reports are not personal opinions but are simply summarizing data or information – often presented in the form of a chart or graph. Reports should not try to include all the information contained in the chart or graph but should just summarize the main features. From this information, conclusions and suggestions can be made, usually in the final paragraph.

Reading

1. Hand out the worksheet.
2. Ask the students to look at the chart and answer the questions.
3. Put the students in pairs and get them to discuss and compare their answers.
4. Check the answers as a class.

Key: 1. *What is important when you go on holiday;* 2. *16–28 year olds and 29–40 year olds;* 3. *six;* 4. *accommodation, location, food, excursions, nightlife and price;* 5. *nightlife;* 6. *Yes, location;* 7. *less;* 8. *students' own answers – ask them to explain why.*

5. Next, explain that the students are going to read a short report based on the information contained in the chart.

6. Ask the students to read through the report quickly and tell you if it is an accurate representation of the chart.

7. The students will have noticed that there are some phrases that have been removed from the

report. Ask the students to read the report again and insert the phrases from the box in the correct place.

8. Put the students in pairs and get them to discuss and compare their answers.

9. Check the answers as a class.

Key: 1. *The chart shows information.;* 2. *It includes;* 3. *The information is divided;* 4. *Looking at the information;* 5. *Some of these differences;* 6. *For the younger group;* 7. *In contrast;* 8. *In fact;*

Language focus

Note: The second activity in the reading (the gap-fill) contains important information with regard to the language and structure of the report. By completing the activity it is hoped that students will notice some of the key features of reports.

1. Ask the students to look back at the report and ask them how many paragraphs it contains.
2. Next, ask them to look at the 'functions' and match each one to the correct paragraph.
3. Put the students in pairs and ask them to discuss and compare their answers.
4. Check the answers as a class.

Key: a. *Talking about information in general – paragraph 2;* b. *Looking at some of the main trends – paragraph 3;* c. *Introducing the topic – paragraph 1*

Note: The next activity tries to give students a better understanding of the type of language used in reports (formal and, generally, impersonal).

5. Ask the students to read through the phrases and decide if each one would be used in a report.
6. Ask the students to simply circle 'Yes' or 'No'.
7. Put the students in pairs and get them to discuss and compare their answers.
8. Check the answers as a class.

Key: 1. *Yes;* 2. *No;* 3. *Yes;* 4. *No;* 5. *Yes;* 6. *Yes;* 7. *No;* 8. *Yes;* 9. *No*

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Note: 2., 4., 7. and 9. are all too informal and / or express personal opinion. Generally in reports, we simply state the facts illustrated by the data.

Writing

Note: The activity is designed to be a semi-controlled writing activity. The idea is that students should try to complete the report used in the reading, focusing on key information and making sure the language used is consistent with the rest of the report.

1. Ask the students to complete the fourth paragraph.
2. Monitor and help where necessary.
3. Put the students in pairs or groups of three and get them to share their paragraphs with each other and help each other improve their pieces.
4. Ask one or two students to come up and display (write up on the board) their paragraphs and have a brief feedback session.

Possible model: *For the 29-40 year-old group, the most important category is accommodation. This is twice as important as it was for the 16-28 age group. In contrast, nightlife is now the least important aspect of a holiday with only five percent saying it was important for them. In general, there is a lot less variation between the categories with only a five percent difference between food, location and price.*

Speaking

1. Divide the class into pairs. One student is A and the other B. Hand out Speaking A to the 'A's and Speaking B to the 'B's. Students read the background information on their handout.
2. Check student comprehension of the context.
3. Remind students of the activity aim:
 - To roleplay a travel agent and customer conversation. The customer asks questions about a hotel and the travel agent uses his / her notes to answer the questions.
 - During the role-play, the travel agent must expand on the positive points in his / her

set of notes, and hide some facts about the negative points.

- The customer then guesses when the agent was not telling the truth.
4. Encourage students to use language for making recommendations.

Useful language

Making recommendations

I can fully recommend ...

If you're looking for ..., then this is the right ... for you.

I can't recommend this highly enough.

Never before have I been to such an amazing place.

Anyone would love this ...

I wouldn't hesitate to recommend this ...

Speaking from personal experience, ...

5. Students take turns to do the role-play. Set a time limit of about 15 minutes. Monitor and offer help if necessary.
6. When they have finished, ask students how many lies they detected.
7. As a follow-up task, you may ask students to work in pairs to create their own hotel notes and swap partners to role play the conversations.

Practice exam question

Note: This can either be done in the class (preferable) or set for homework.

- The students should read the task rubric telling them what they need to do.
- Then, they should look at the chart and try to pick out the key information.
- They might want to make notes before they start writing.
- Give the students a time limit of 30 minutes for this activity.

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Suggested marking scheme:

Total mark out of 20 with each criteria worth up to 5 marks.

Content – answering the question

- 5 – answers the question and all the information included
- 4 – answers the question but one or two things missing
- 3 – answers the question but a number of things missing
- 2 – tried to answer the question but quite a lot missing
- 1 – failed to answer the question

Range of vocabulary and grammar

- 5 – used a wide range of vocabulary and grammar appropriate to the task
- 4 – used a wide range of vocabulary and grammar but not always appropriate to the task
- 3 – used a fairly wide range of vocabulary and grammar appropriate to the task
- 2 – used a limited range of vocabulary and grammar
- 1 – used a very limited range of vocabulary and grammar

Accuracy of language (i.e. spelling, tenses etc)

- 5 – minimal errors, well-developed control of language
- 4 – errors occur when attempting more complex language
- 3 – a number of errors but they do not impede communication
- 2 – a lot of errors, distract the reader, difficult understanding
- 1 – frequent errors, difficult understanding

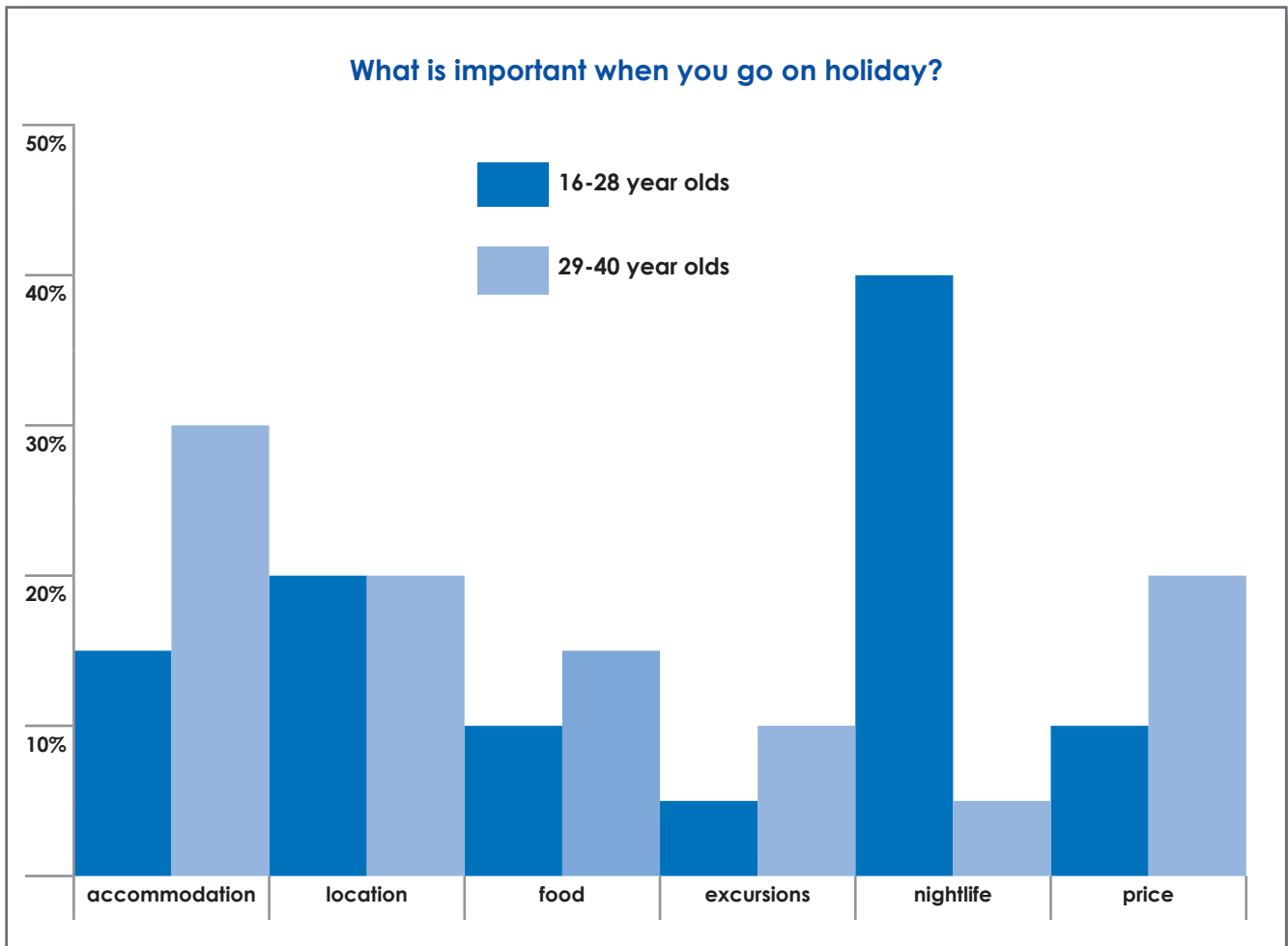
Organization and appropriacy

- 5 – effectively organized and appropriate
- 4 – clearly organized, on the whole appropriate
- 3 – adequately organized, reasonable but not always appropriate
- 2 – inadequate organization, attempt to use appropriate format and register but unsuccessful, inadequate
- 1 – lack of organization, little or no awareness of appropriate format

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1 Reading

Look at the chart below and answer the questions.



1. What is the topic of the chart?
2. What are the two groups represented?
3. How many categories are there?
4. What are the categories?
5. Which category is most important for the younger group?
6. Are there any categories that are equally important to both groups?
7. Is price more or less important to the younger group?
8. Are you surprised by any of the information? Why (not)?

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Now, read the short report that was based on this information and complete it with the phrases in the box.

For the younger group	In contrast	The chart shows information
Looking at the information		Some of these differences
In fact	The information is divided	It includes

(1) _____ about what is important for people when they go on holiday.

(2) _____ six categories, which are: accommodation, location, food, excursions, nightlife and price. (3) _____ into two age groups: 16-28 year olds and 29-40 year olds.

(4) _____ in the chart, you can see some noticeable differences between the two groups in terms of what is important for them when they are on holiday.

(5) _____ may well be due to a change in circumstances, for example, the older group might have children and this will impact on what they feel is important.

(6) _____, the most important thing is nightlife with 40% of the respondents choosing this category. (7) _____, only 5% of the older group picked this category. (8) _____, apart from nightlife and location the 28-40 year olds thought that all the other aspects were more important than the younger group.

2 Language focus

Look back at the report and match the paragraphs to the correct functions.

- | | |
|--|-----------|
| | Paragraph |
| a. Talking about the information in general. | _____ |
| b. Looking at some of the main trends. | _____ |
| c. Introducing the topic. | _____ |



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Look at these phrases. Would you find each one in a report?

- | | |
|--|----------|
| 1. The data shows the number of ... | Yes / No |
| 2. You can see lots of interesting information. | Yes / No |
| 3. The report contains a summary of ... | Yes / No |
| 4. I want to share as much of the information as I can but ... | Yes / No |
| 5. The information includes ... | Yes / No |
| 6. In contrast ... | Yes / No |
| 7. But there's another side to this ... | Yes / No |
| 8. To summarize the main points ... | Yes / No |
| 9. It's clear to me that ... | Yes / No |

3 Writing

Complete the last paragraph of the report starting with the words:

For the 29-40 year-old group, ...

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4 Speaking

Student A

You are a travel agent. You recently visited a hotel to write a report about it. Now, you are recommending the hotel to a customer. When the customer asks questions about the hotel, refer to your notes. If your comment is good, paraphrase it and add some positive points. If your comment is bad, try to describe the issue without discouraging the customer.

Can your partner tell when you are hiding some facts?

1. The accommodation:

The room was really small and the bathroom wasn't very clean. The view was awful, as it was just of a building site!

2. The food:

The food was very good. There was always local food on the menu and it was cooked really well.

3. The location:

The hotel was miles away from anywhere and it wasn't very picturesque with just dusty fields all around. There was a bus to the town but it only came once every two hours!

4. The beach:

It was a great beach, sandy and surrounded by trees. You could hire sunloungers and there was a small bar / café on the beach too, so you didn't have to go back to the hotel all the time.

5. The service:

Appalling! The hotel was understaffed, so you had to wait all the time. The waiters often got our dinner order wrong.

6. The swimming pool:

Too small, very crowded and noisy with young children and adults all crammed in together. Probably not very safe either.

7. The transport to the hotel from the airport:

Very efficient. It only took half an hour, no waiting time and a smooth drive taking in some great scenery.

8. The prices:

Expensive! Five pounds for an ice cream and five pounds for a lemonade! Fifteen pounds for a sunlounger for a day! The hotel also charges way too much for its rooms!

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Student B

You are a customer in a travel agent's office, and you are looking for a good hotel next to the beach to stay at.

Ask the travel agent questions about the:

1. accommodation
2. food
3. location
4. beach
5. quality of service
6. swimming pool
7. transport to the hotel from the airport
8. prices

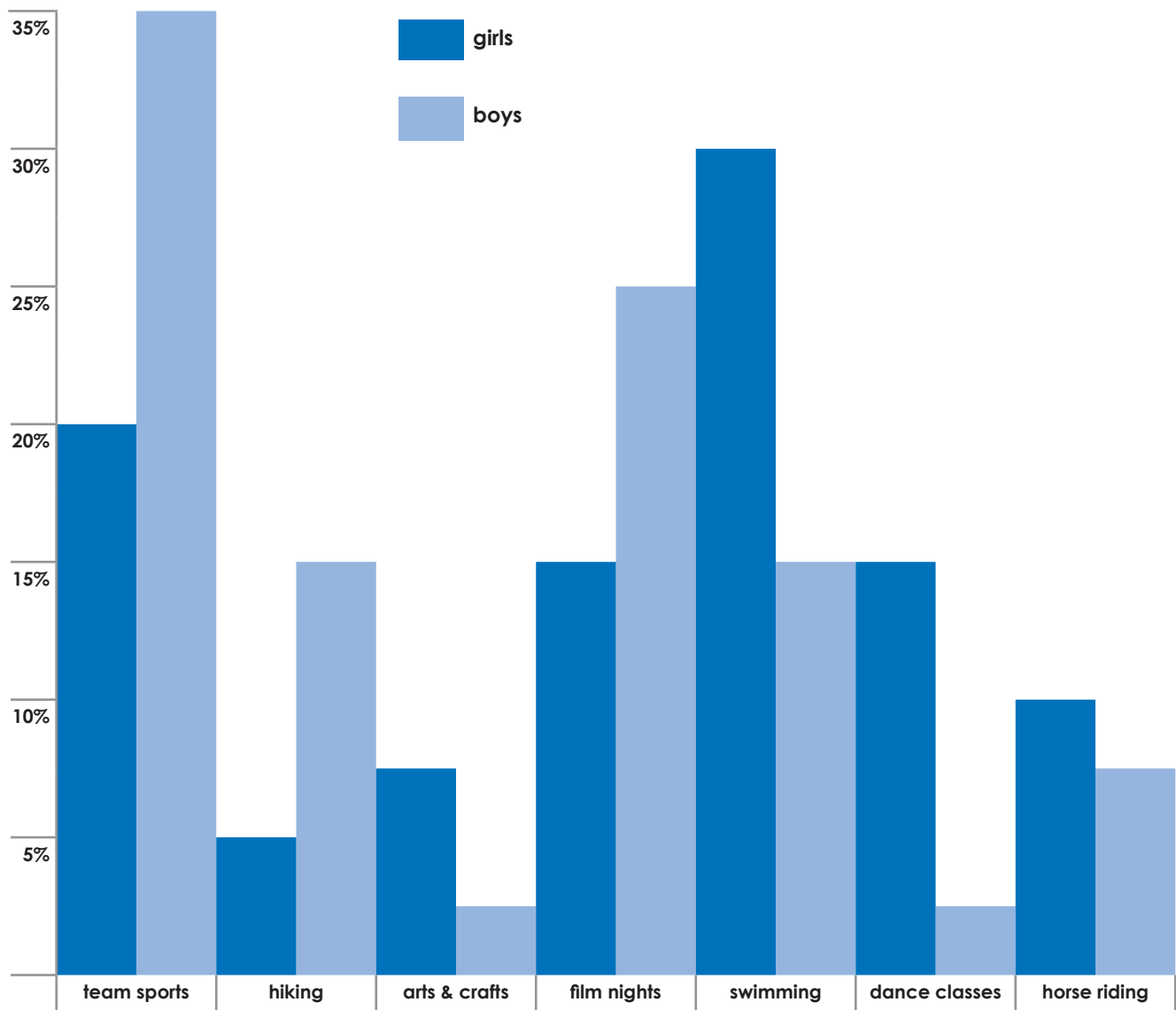
The travel agent has personal experience of the hotel and will answer your questions but he / she may not tell the whole truth all the time. Can you tell when he / she is hiding some facts?

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Teen Holidays is an international tour operator that specializes in holidays for students aged between 15 and 23. The company wants to make sure that its holidays offer the types of activities that young people enjoy. The company has carried out a survey of 200 teenagers and young adults (100 girls and 100 boys) and collected the following information provided in the chart.

You have been asked to write a report based on the data. The best report will win a free holiday to one of the *Teen Holiday* resorts.

What activities would you like to do on holiday?



In your report you should:

- present the results of the survey
- use the information to explain which activities are the most / least popular
- suggest how *Teen Holidays* can improve the holidays it offers to teenagers

Write around **250 words**. You can divide your report into sections and give them headings.