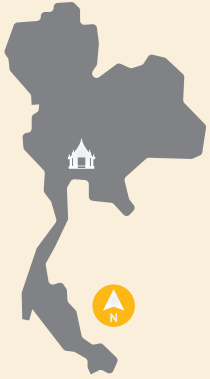




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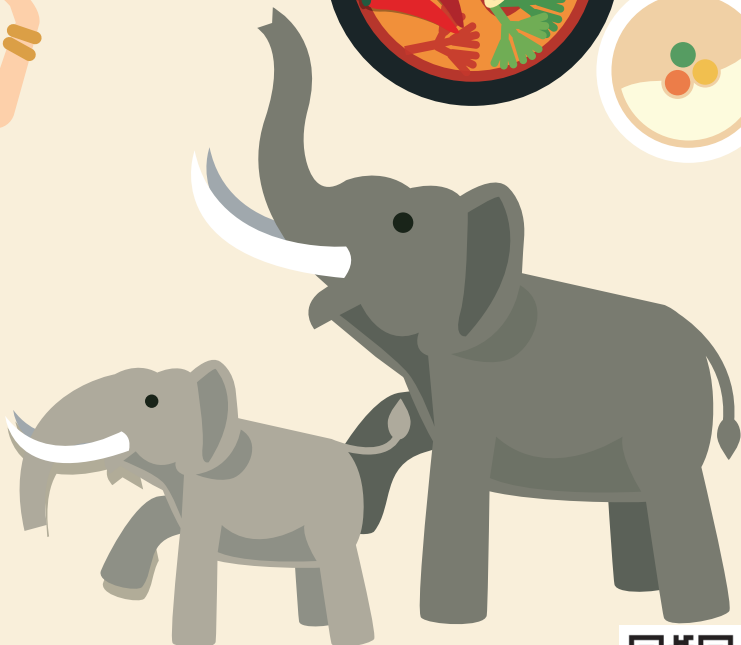
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(A Thammasat Textbook Writing Program Award Winner)



Communicative English for Tourism

Fifteenth Edition

KANITTA UTAWANIT



Track for Listening Practice is Inside

Communicative English for Tourism



Photocopying instead of using books is destroying intellectual creativity.

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Kanitta Utawanit

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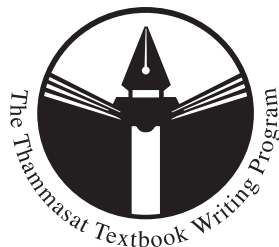
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คณะกรรมการส่งเสริมการสร้างตำราประกอบด้วยบุคคลที่อธิการบดีแต่งตั้ง มีหน้าที่พิจารณากำหนดนโยบายและวิธีการที่จะอำนวยความสะดวกแก่คณาจารย์ในการจัดพิมพ์ตำราที่มีคุณภาพ โดยคณะกรรมการฯ จะพิจารณาคัดเลือกผู้ทรงคุณวุฒิเพื่อทำหน้าที่ตรวจสอบคุณภาพของต้นฉบับตำรา หนังสือแปลและหนังสือประกอบการศึกษาที่คณาจารย์มหาวิทยาลัยธรรมศาสตร์เสนอเพื่อพิจารณาจัดพิมพ์ ในกรณีที่ผู้ทรงคุณวุฒิและคณะกรรมการฯ มีความเห็นว่าต้นฉบับหนังสือดังกล่าวมีคุณภาพดีหรือดีมาก จะได้รับการตีพิมพ์ในฐานะหนังสือที่ได้รับรางวัลโดยสำนักพิมพ์มหาวิทยาลัยธรรมศาสตร์

หนังสือเรื่อง *Communicative English for Tourism* แต่งโดย รองศาสตราจารย์ **ขนิษฐา อุทวนิช** เป็นผลงานที่ผู้ทรงคุณวุฒิและคณะกรรมการส่งเสริมการสร้างตำรามิมีมติให้ได้รับรางวัลชั้นดี ในปี พ.ศ. 2527



The Thammasat Textbook Writing Program was set up in 1977 with the aim of encouraging academic staff to write better quality textbooks.

The program is run by a committee of academics from various fields of study appointed by the university. The committee is responsible for setting up policies and strategies for those interested in writing standard textbooks. Books can be one of 3 categories-textbooks, translated books, or supplementary readings. After a book has been submitted, it will be evaluated by experts in its field.

The book ***Communicative English for Tourism*** written by Associate Professor Kanitta Utawanit was evaluated as a good textbook by the Thammasat Textbook Writing Program in 1984.

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Preface

COMMUNICATIVE ENGLISH FOR TOURISM is designed for employees or students preparing for a career in the travel and tourism industry who need to improve their English language skills for use on their jobs. In the tourism and travel professions, people who work with tourists must be able to speak English well since it has become a common language for travellers from many different countries.

Special situations covered in the text include; “At the Tourism Authority of Thailand”, “At the Travel Agency” and “At Tourist Locations”. The text deals with the roles of the tourist officer, the travel agent and the tourist guide.

Dialogues and monologues, based upon typical situations, aid students in using English in a natural manner by employing new words and colloquial expressions. The exercises are designed to give students additional practice in using conversational structures found in the lessons. The reading selections develop fluency in comprehension without translation while at the same time they serve to enlarge the students’ vocabulary with words related primarily to the travel and tourism industry. Written exercises give students an opportunity to compose appropriate written responses to written inquiries in English and provide a basis for the student to write short advertisements or descriptions of different tours, facilities or travel arrangements as may be necessary.

The last section of the book is a very useful speaking review exercise which can be used in pair-work. Students will become familiar with questions often asked by tourists as well as appropriate answers.

A CD* containing the dialogues and monologues is available and may be used for classroom or individual study.

By the end of the course students should be able to understand tourists’ questions and statements and to reply to them appropriately, to supply correct information, to produce statements and questions of their own and to communicate confidently and effectively.

*In this book (Fifteenth Edition), scan QR CODE where the word “CD” appears.

Acknowledgements

The author expresses her appreciation to Mr. Maurice Broughton, the British Council ELT adviser, for his expertise and cooperation in editing this text. Special thanks go to the Tourism Authority of Thailand and the World Travel Service Limited for useful information. The CD accompanying this book was produced with the cooperation of Ajarn John Brown and Ajarn Wirangrong Sangkapitak.

Kanitta Utawanit

Notes to the Teacher

What follow is a brief description of the contents of this text and some suggestions on how to make the particular exercises more effective.

The **Vocabulary Development** exercises at the beginning of each unit are intended to set the scene and provide background for the material that follows. The dictionary work required of the students should be checked and graded to ensure correct usage. The blank-filling exercise is straightforward (one word per blank) and uses the words listed above it, the students should be encouraged to add other possibilities above the word selected-words not necessarily on the list, that is. After studying the second unit, quiz the students on the vocabulary items from the first. This time lag gives the students the opportunity to use the words over a longer period of time, thus placing them in a more permanent portion of the students' lexicon.

The **Reading Practice** exercises (**Cultural Background** in Part III) provide factual real-life information on various tourist attractions throughout Thailand. They can be handled as reading comprehension exercises, as the basis of group discussions (Part I, page 4: "What was *not* mentioned in the article that could be of interest to tourists?"), or as the basis for further research by students for class presentation. Students could also be encouraged to find pictures of the various places mentioned and make posters for display.

In the **Listening Practice** sections, the students should be encouraged to guess the missing words *before* listening to the CD. Then, you can play the CD once or twice and check the student's answers. Then, go over the dialogues in detail, not only having the students say the parts (memorization is not an absolute necessity), but checking to see whether the students have found other acceptable answers, and suggesting alternatives if they have not.

The **Writing Practice** in Part II will be treated later in these notes.

In Part I, and to some extent in Parts II and III, there are four types of oral practice of varying degrees of control/guidance. The first type, **Speaking**

Practice, emphasizes verbal production by the students and should be practised until they are very familiar with the sounds and the patterns. Absolutely flawless rote memory of these exchanges is not necessarily desirable, but a thorough familiarity with the material is important if the student is to function well in the relevant work environment. Students can take turns playing the various roles, and portions of the dialogues could be put on the board with some of the words missing. The students then supply the missing words without looking at the text.

The **Matching** exercises require the students to select the appropriate responses that a tour guide or tourist officer might give to a tourist. You should be prepared to answer questions about vocabulary or expressions, as well as making sure the students actually say the parts.

The **Dialogue Completion** exercises are somewhat less structured than some of the others, and you should encourage the students to give as many different answers as possible within the given situations.

The **Dialogue Construction** are even less controlled, and give the students a chance to really use their imaginations. Check the structure and grammar of their creations as well as the content. Communications can be hampered if the tourist is busy laughing at the student's grammar or pronunciation.

The **Communicative Practice** sections (particularly in Part III) are the least controlled and guided of the oral exercises. These also emphasize verbal production by the student after writing them out, giving him the opportunity to act out in class the various situations. Doing so will enable the students to not only learn the "role" of the tourist industry people and the tourist, but to anticipate questions or comments tourists might make.

The last part of each unit is a **Glossary of Specialized Terms** with their Thai translations. Go over these words emphasizing pronunciation as well as meaning. Have the students use the terms in sentences, and maybe a quick verbal quiz where you randomly give the Thai and they supply the English.

The **Writing Practice** exercises in Part II give the students practice in composing responses to written inquiries as well as providing a basis for writing short advertisements, descriptions of tours, facilities or travel arrangements—all

day-to-day topics a travel agency deals with. Structure and grammar, as well as the informational content, should be checked (and graded, if necessary).

The last section of the book can be used in pair-work as a speaking review exercise of all units.

Notes to the Student

Whether you are studying this text with a teacher or are going it alone, a quick read-through of the **Notes to the Teacher** would be useful in getting the most from these exercises. While a teacher is not absolutely necessary, for maximum utilization and benefit of this book, one is indispensable.

In the **Vocabulary Development** exercises, extra effort on your part will make these words a lasting part of your vocabulary. After looking up these words in an English-English dictionary, write sentences that will clearly illustrate their meaning, and use them in context. An example:

Suppose the vocabulary word is “flew.”

Bad Example : The man_____to the island. (The word that is to go into this blank could be swam, rowed, boated, went,...)

Good Example : Knowing it was too far to swim, and that no boats were available, he got in his airplane and_____to the island. (Here, thanks to the context, the only words possible are “went” and, of course, “flew”.)

This is not an easy exercise and will require someone to check your work. But it provides valuable practice in *using* the words, instead of just memorizing the meaning and forgetting it shortly thereafter.

The passages in the **Reading Practice** are authentic and should be studied closely for not only the information, but the way it is presented. As you will see, when giving straight factual information, long, flowery, complicated sentences are not necessary. A table or schedule works very well and, once you become familiar with this kind of information source, locating new information becomes an easy matter. After reading the questions and getting some idea of the information that is in the passage, read the passage-*twice*. Then go to the questions and see if you can answer them without referring back to the text.

Before listening to the CD in the **Listening Practice** sections, guess as many of the missing words as you can. Use the context and your knowledge of grammar and structure. If you have not guessed the exact word, ask the teacher if yours could be a possible answer.

A large proportion of the material in this text involves speaking, and the drills nearly all require a partner. Alternate roles so you become familiar with what might be said.

Both the **Speaking Practice** and the **Dialogue Completion** exercises are for pronunciation and pattern practice. Do them until you are comfortable with the material, and think of what you are saying as you practise. If you just mouth the sounds without thinking, the benefit gained is not worth the effort.

The **Dialogue Construction** and **Communicative Practice** exercises require much more thought and effort on your part. You will receive in direct proportion to what you give. If the teacher asks for one answer, you should give two. Always look for wider applications and responses than the ones expected.

The **Writing Practice** sections give you an excellent opportunity to use the structure and grammar in a meaningful context. Do more than one draft of these exercises, and re-read what you write before handing it in. If you find mistakes, correct them.

At the end of each unit is a **Glossary of Specialized Terms**, taken mostly from the reading passage of that particular unit. *Do not* write the Thai meanings next to the words in the English text. If you have read it a couple of times and still can not guess the meaning, look it up in the glossary. Putting the Thai

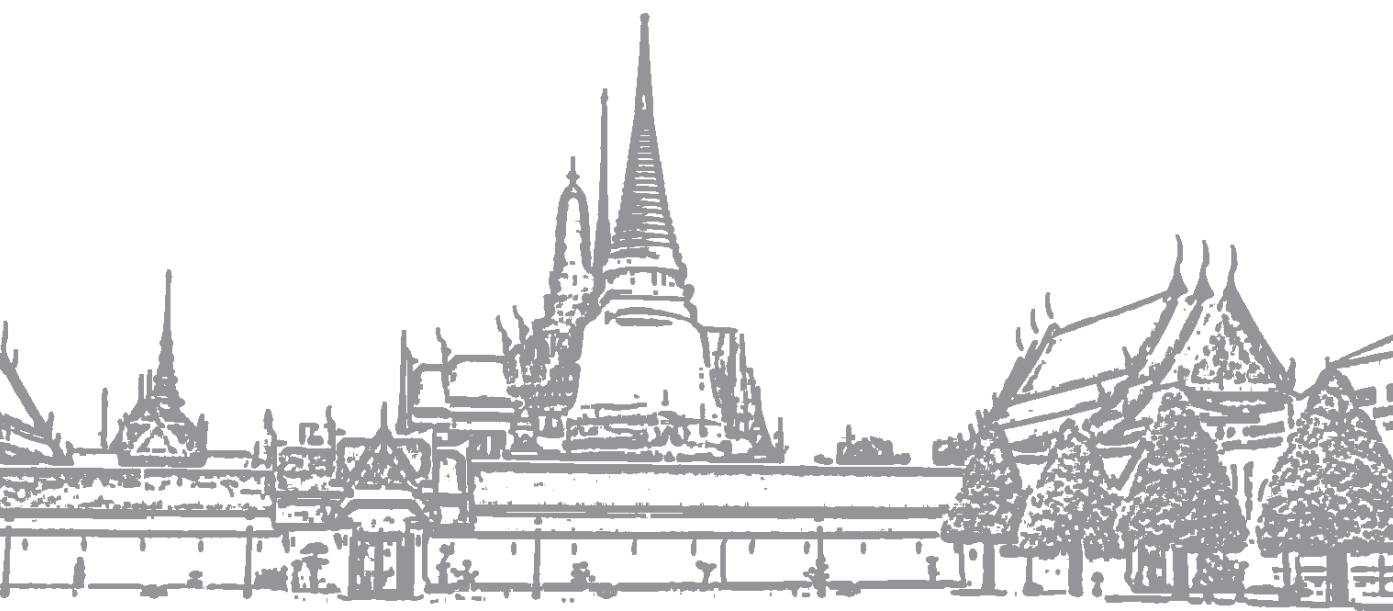
meaning within easy sight will not make your memory work, nor will it help you use the context to guess the meanings.

The last section of the book can be used in pair-work as a speaking review exercise of all units. You will find this material is very useful.

As was mentioned above, self-study of these materials is certainly a possibility, but to receive the full benefit teachers and partners are necessary.

Part I

At the Tourism Authority of Thailand





Giving Information on Interesting Places

1. Vocabulary Development

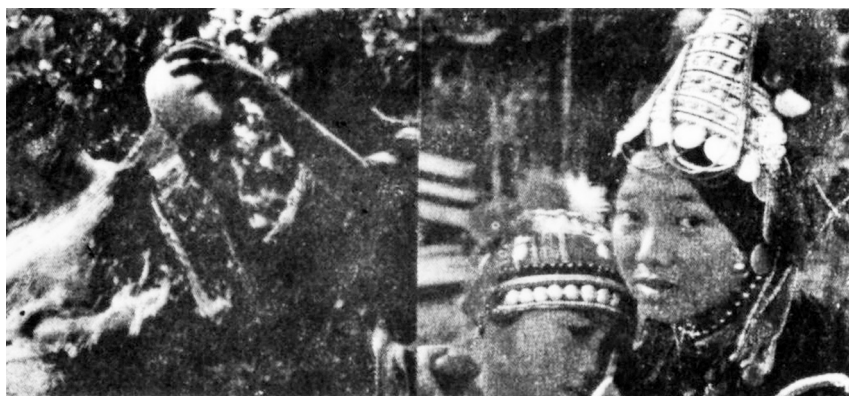
Look up all of the words below in an English-English dictionary and write the meanings next to the word. Then, after reading the passage below, select one word from the list that correctly fits in each blank.

overseas	headquarters
extensive	advise
counter	resorts
accommodations	convenient
bookings	information

The_____of the Tourism Authority of Thailand is on Rachadamnoennork Avenue in Bangkok, open everyday from 8.30 a.m. to 4.30 p.m. The telephone number is 282-1143. The_____section can provide_____details of the_____, sightseeing opportunities, food and facilities in every area of Thailand and _____on the most_____ways of getting there. Here also one can make_____for the TAT operated_____Bangsaen Beach and the Bang Phra Golf Course. There is also a TAT information_____at the airport in Bangkok, seven offices throughout up-country Thailand and a total of eight_____offices.

2. Reading Practice

This reading passage shows brochure-style English which highlights points of interest in heavy print, enabling the tourist to find specific information quickly. Read the questions and, after reading the text, answer them.



Chiang Mai and the far north

Chiang Mai is Thailand's second-largest city, noted for its fine collection of handicrafts, the prettiest girls in the country, and a cool climate for the cultivation of both tropical and temperate fruits and flowers. Within the city and nearby surroundings are opportunities to visit old and beautiful temples, ride an elephant in a teak forest, explore caves and waterfalls, see tribal villages and catch glimpses of the northern styles of celebration and entertainment.

The most notable temple is on the slopes of **Doi Suthep**, beautifully maintained for centuries through the donations of pilgrims who come to worship a relic of the Buddha, and offering excellent views of the hills and valleys beyond. Nearby is the **Phuping Palace**, winter residence of the royal family, with gardens that make magnificent use of the temperate climate. On the way, one can visit the **Botanical Gardens, the zoo, Chiang Mai University** with its tribal museum, and the **Huay Kaeo Waterfall** and park. An actual hilltribe village of the Meo can be visited at **Doi Pui**, or one can look around the **Old Chiang Mai Cultural Centre** where a gathering of families from several tribes live in reconstructed village settings. Here, also, every evening is the **Khan Toke** dinner party, offering a meal of northern-style foods and an elaborate cultural show of tribal costumes, music and dances. There are many hill tribe settlements in Thailand's north, including the Shan, Lisu, Akha, Meo and Yao, but all arrangements for visits should be made through a reputable tour agency.

Source: *Thailand: Come, Enjoy Our World*, Tourism Authority of Thailand. (Brochure)

1. What is Chiang Mai famous for?

2. What are the tourist attractions in Chiang Mai?

3. According to the article, why is Doi Suthep important?

4. Why is Chiang Mai University mentioned?

5. What are some of the names of the various hill tribes mentioned?

6. What is Khan Toke? Where is it held?
