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Teaching English through Tourism

A paper is submitted in  
partial fulfillment of the requirements for the degree  
Master of Arts in Teaching English as a Foreign Language

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Entitled

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## **Abstract**

This paper helps EFL learners to improve both their language and content skills. It gives general knowledge about tourism studies and aims to go in depth. In this course of ten weeks students are engaged in different types of tourism and learn the main expressions and phrases connected to tourism and travelling. The course is designed for intermediate level students. All the topics and course materials cover the whole activities about tourism in general and also tourism in Armenia.

This project gives a lot of opportunity to reveal the students' challenges about the topic and help students to get knowledge about tourism in depth.

## **CHAPTER ONE**

### **INTRODUCTION**

English language has become very popular in global communication. English is a chain between people in different countries. It helps people to communicate with each other easily. As a result, English is an international language and is used to exchange ideas. Nowadays, the role of English is important for tourism industry as a means of communication. Since tourism is considered to be a significant part of peoples' life, EFL teachers should start generating new ideas to integrate tourism studies in their language classrooms. This will help to make the language learning process more interesting and beneficial both for teachers and learners.

For this course there has been chosen some main important sectors of tourism which would be helpful for EFL learners to improve their knowledge in that sphere. The learners would learn the main phrases and expressions about hospitality, hotels, foods and restaurants, adventure tourism and its recreations, code of ethics, airports, main tourism resources in Armenia. It would be interesting for students to know about these topics in details. Besides recognizing the main sectors of tourism, the students develop both receptive and productive skills by watching video tutorials produced by native speakers, reading authentic materials about tourism, its history and different interesting topics connected with it. The main aim of this project is to develop student's skills and knowledge about one of the developing branches of business in the world.

The course is designed for 12-17-year-old students whose English proficiency level is intermediate or high intermediate. The course is also aimed to improve students reading writing, listening and speaking skills with a lot of interactive activities and materials developed by teacher. The main significance of this project is to offer content-based communicative course as an alternative to traditional forms of teaching in Armenia.

The most important reason for designing this course is that this design project might be useful for English teachers to teach with new methods with new contents in their classroom. Also this course will help Armenian teachers to know and develop CBI courses by teaching both language and subject together.

The design project includes a learning plan for ten weeks, detailed lesson plans for each session, all the materials and resources for teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Content Based Instruction (CBI) is a teaching method that gives an opportunity to learn not only the language but also something specific about the given topic. (Davies, 2003)

According to Stryker and Stephen (1997) language learning process is like riding a bicycle or playing a musical instrument. It is claimed by several authors that language classes are similar to music classes where all the students practice scales and learn theory without playing real pieces. However, those students are allowed to play real pieces when they become professional and get more practice. In contrast to this statement, Content-Based Instruction gives a chance to all students to play their pieces and communicate with each other from the beginning of each lesson. (Stryker and Stephen, 1997).

CBI is based on three main theories: “language is text-discovered based,” “language use draws on integrated skills,” and “language is purposeful” . Firstly CBI aims to see what is meaningful in content. Secondly students can do a lot of activities and improve the main skills. CBI helps students to use the language for fulfilling a real purpose which makes students motivated and independent. Students can gain a wider knowledge of the world through CBI.

According to Richards and Rodgers (2001) CBI is a great approach in second language teaching which is organized around the context or information that students will acquire. Content –Based Instruction is based on the principles of Communicative Language Teaching. Students should focus on not only the language but also exchange of information and communicate with each other via the subjects they learn. (Richards and Rodgers, 2001)

CBI helps students to use the language for fulfilling a real purpose which makes students motivated and independent. Students can gain a wider knowledge of the world through CBI.

Stoller (2004) states that CBI is successful when the learners get knowledge from both the language and content, also they can discuss the content in the language in a purposeful way.

Content-Based Instructions used for various approaches that integrate both language and content together.

According to Stoller (2004) CBI is successful for students when they learn and discuss the subject in a meaningful way. The most important thing for students is that the subject should be familiar to them and their interests. In this way the students will enjoy their lesson and be integrated in it. The students should use authentic materials and understand the language without translating from first language. There are some disagreement between authors for teaching both language and subject. However language classes and subject classes have great difference of teaching, where four skills are the parts that are focused on, while in subject classes these four skills are the major part in the learning content. (Heo 2006).

Crandall, Rodger and Richards, Stryker and Leaver summarize some programs that are used for CBI in EFL and ESL settings. They are the following:

- Immersion Education is curriculum program in foreign language teaching. The students' goal for immersion programs is to develop their levels of foreign language, to have a good approach for foreign language and their culture.
- Immigrant On-Arrival programs are programs that are based on the arrived immigrants in a country for survival. Designing such courses include language needed to be connected with shopping, dancing, travelling and so on.
- Language for Specific purposes (LSP) it seeks the needs of students and to find their specific roles (e.g. musician, engineer, guide, etc.) which need to learn second language with content. It is based on Science and technology courses where students learn with the help of computers. (Richards and Rodgers, 2001)

Those programs are connected with each other and play very important role in CBI.

According to Richards and Rodgers students learn a second language more successfully when they use the language as exchanging information. This is one of the main needs for students. If they exchange their knowledge each other it would be very effective to learn the language easily.

CBI plays an important role in national regional foreign language curricula. Recently CBI has become interesting and popular phenomena for teachers and designers to improve students' needs and objectives.

When the globalization of education developed, learning English became new relevance for students. Those who were not able to understand English, they started to learn with the help of new materials and information they got. Those helped them to increase their level of proficiency. (Hyland, 2006, 2009; Snow and Uccelli 2009; Tardy 2004)

According to Stryker and Leaver (1993) teacher must be more than language teacher. There are some essential skills that Stryker and Leaver suggest:

- To differentiate the format of instruction
- To use group works and team-building techniques
- To use some appropriate techniques for error correction
- To define the students background knowledge
- To use some process approach to writing.

(Stryker and Leaver 1993)

These skills which will help teachers how to design their course and how to control the class. If the teachers know much more about it, so they can be successful in their teaching process. There are a lot of countries where English is taught as a foreign language and the teaching needs pre-service for preparation to teaching, which has four academic areas, such as language pedagogy, literacy studies, linguistics and translation. (Bradley Horn).



Future CBI teachers need more practice knowledge and skills in order to be able to teach both language and content. It has become obvious that old methods of teaching don't work nowadays, because old methods don't attract the students and they can not understand the content as easy as it is needed. In other case the new method has a lot of opportunities in it. That's why teachers need preparation for teaching new methods. New methods would develop the students' needs and interests. Pre-service CBI teachers should be introduced or given a chance to observe the other teachers in order to support good and effective language and subject learning. (Bradley Horn)

According to Stoller (2002) the practices are supportive in CBI classrooms for student learning. If the CBI classroom is effective and successful, the learning is succeeding. Sometimes learners are given such materials in CBI classrooms that aren't shown in textbooks. CBI learners' exchange information, watch videos, listens to the audio recordings.

According to Heo (2006) teachers first of all need to develop their skills for motivating the students' needs and achieve their personal learning objectives. Teachers should see how the student learns and how they can improve their learning strategies and performances. Future teachers should guide themselves how such student-centered teaching could be efficient in the content of national education. CBI teachers also have to become material developers. They should design the course and authentic materials or create purposeful materials.

Teachers should also be aware of using technologies. Technologies play very important role in language teaching. It provides teachers with important materials and videos.

CBI courses include a lot of subjects inside, such as mathematics, science and social studies. In these concepts CBI is mastered through objectives, where the students are taught both subject and language at the same time. With learning new concepts students enhance their language skills and acquisition.

#### 2.1.1. Three main models of CBI

Stryker and Stephen (1997) describe three main models of CBI. There are sheltered content, adjunct content and theme-based approaches.

The term "sheltered content" is used in second language acquisition and has become very popular in many public school in the United States. In sheltered class teachers use some special methods to "shelter subject matter" which means to make the subject more specific and common to L2 learners. This method has become so popular that all the authors and teachers use it in their foreign language classrooms.

In addition "Adjunct courses" are used to connect English as Second language classes, which is often offered for regular academic programs. There are a lot of authors who followed to this kind of courses used this model to connect the study of subject matter and the study of a foreign language. The difference between sheltered and adjunct courses is that sheltered courses make such

connections which comes from students' interests, whereas adjunct courses develop students confidence using new language to realize real related tasks. (Stryker and Stephen, 1997)

“Theme-based approaches” have been used very long time in a foreign language education. This approach includes additional activities with the study of grammar and some reading activities on different topics. Such kind of courses are used in many design projects and play central role in the curriculum. They are designed around specific and in depth topics, such as family structure, political sciences and history. In this course the grammar study becomes part of the learning and is connected with the topic. (Stephen B. Stryker, Betty ou Leaver (1997)

From this chapter I came to a conclusion that it is important for learners to know both language and the subject together. The students will learn easily and spontaneously. Teachers also play very important role in this sphere. If they want to give knowledge to students, first of all they should have background knowledge of that subject and practice a lot. Secondly they should take into consideration students' opinion and work hard to be succeeded.

## **CHAPTER THREE**

### **PROPOSED PLAN AND DELIVERABLES**

#### **3.1 Course Description**

This chapter includes the whole course that I have designed about tourism with its goals and objectives, assessment plan, learning plan, lesson plans. It gives general information about the main sectors of tourism and enriches students' English vocabulary, knowledge and skills of the topics that are covered during ten weeks. With the help of this course the students learn both language and subject together.

To my knowledge tourism is an area that receives little attention in schools throughout Armenia. However, in recent years educators have taken a second look at this subject area and realized some of its potential contributions to second language learning. First of all tourism is a content that connects people all over the world. For that I decided to connect tourism and English language learning together.

To integrate tourism and language together, teachers first of all should have background knowledge about it. The tourism terminology is highly specialized and complex. But the subject-specific technical expressions will be new to language learners. In teaching students one has to make sure that students understand that certain common English words have different, very specific meanings when used in a tourism context.

Nowadays tourism has become very developed business in each country. It is very interesting and informative to travel and see the wonders of the world. Armenia is one of the countries which is rich with its natural and cultural heritages. It has the chance to be developed and become one of the most popular tourism resorts in the world. Unfortunately students have lack knowledge about tourism sectors. Even those who are interested in it cannot imagine its importance. In this course I will give a chance to know much more about tourism itself in detail. Tourism has a lot of types and sectors in it. But there are some important and interesting topics that students liked more according the survey that I gave them before designing the course. I decided to include the most interesting and important sectors that would interest to students.

#### **3.1.2. Needs and Environment analysis**

A needs analysis was implemented in order to reveal the main needs of the students. The questionnaire was distributed to 35 students ranging from 12-17 years old. According to the results most of the students would like to learn English through Tourism. Most of the students prefer such kinds of tourist sectors such as: hospitality, hotels, restaurants and food, adventure tourism and its recreation, code of ethics, shopping, airport transfers and also tourism in Armenia. The last topic includes the main resources of Armenia.

### 3.1.2. Goals and Objectives

The main goals and objectives of this course are to take into consideration students' needs. I have crafted three main goals which would improve students' knowledge, skills, awareness and attitude of learning. The first main goal is to raise awareness of learning about main sectors and know about each sector in detail. The second goal is to develop students' four main skills of listening, speaking, writing and reading with the help of activities and materials that I have chosen for the learning. The third goal is to develop students' skills for summarizing the topics, using materials they cover during the lesson and sharing their opinions on their blogs

The following chart shows the main goals and objective of my designed course.

Table 1: Course Goals and Objectives

<b>COURSE GOALS</b>	<b>COURSE OBJECTIVES</b> By the end of this course students will be able to:
<p><b>GOAL 1:</b> Raise awareness of learning about main sectors and branches of tourism which include hospitality/hotel services, airports, shopping, restaurants, some types of tourism and the ethics for the purpose of learning in details.</p>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Recognize current tourism-related issues (<b>Knowledge</b>)</li> <li>2. Identify examples of restaurants of different countries, types of tourism, hospitality and ethics (<b>Knowledge</b>)</li> <li>3. Identify the main vocabulary about tourism and its sectors (<b>Knowledge</b>)</li> <li>4. Evaluate ethical values of different countries (<b>Attitude</b>)</li> <li>5. Analyze information obtained from various sources (<b>Skill</b>)</li> </ol>
<p><b>GOAL 2:</b> Develop four skills of speaking, listening, writing and reading comprehension by using different strategies for the purpose of improving their language and subject awareness.</p>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Identify different strategies that can be used for getting necessary information from listening activities and reading texts (<b>Awareness</b>)</li> <li>2. Use the interactive activities connected to the materials they learn (<b>Skill</b>)</li> <li>3. Identify the vocabulary covered during the course (<b>Skill</b>)</li> <li>4. Use the specific information from the reading text (<b>Skill</b>)</li> <li>5. Identify the main skills how to write effectively (<b>Skill</b>)</li> </ol>
<p><b>GOAL 3:</b> Develop skills for summarizing the topics, using materials for the purpose of combining information from different sources and texts about related context</p>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the needed things how to summarize the text and do it in written form (<b>Awareness</b>)</li> <li>2. Identify how to do reflective writing (<b>Knowledge</b>)</li> <li>3. Summarize information from video materials and reading texts in written form</li> </ol>

	<p><b>(Skill)</b></p> <p>4. Identify summarizing the sources they watched and listened and write them personally on the content<b>(Skill)</b></p>
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### 3.1.3. Assessment Plan

I have chosen the main assignments on which students are graded and showed the attitude of learning. The following assessment plan reflects the various tasks and assignments used to measure student learning throughout this course. During ten weeks students have a lot of activities and assignments that could improve their awareness and skills of the topics. They are going to be graded for the presentations that they should do at the end of the course. Each student should choose the topic they prefer and then present it. This is very good assignment to identify the main information and recognize tourism-related issues. They can give information to each other by presenting their topics. The assessment plan is used to measure the goals and objectives of the course.

Table 2: Course Assignment

ASSIGNMENT	DESCRIPTION	OBJECTIVES ADDRESSED
<b>Presentation (20%)</b>	Students will prepare one presentation on a related topic. Guidance will be provided by the teacher.	<ul style="list-style-type: none"> <li>• Recognize current tourism-related issues</li> <li>• Identify the main information about tourism and its sectors</li> <li>• Evaluate ethical values related to the world tourism</li> <li>• Identify various linguistic and discourse strategies for speaking</li> <li>• Use effective presentation and reporting skills in speaking</li> <li>• Apply related linguistic and non-linguistic means and strategies to convey meaning effectively.</li> </ul>
<b>Mid-test (30%)</b>	Students will take a reading, writing and listening tasks in the middle of the course. The mid-term test will cover topics from week 1-5.	<ol style="list-style-type: none"> <li>1. Identify different strategies that can be used for getting necessary information from listening and reading texts</li> <li>2. Use the main strategy how to fill in the gap while listening to the conversation</li> <li>3. Apply the guessing strategy to guess the meaning of unknown words from context</li> <li>4. Apply the skimming strategy to get a general idea of the reading or listening passage</li> <li>5. Use the main vocabulary and strategies while doing the writing activity</li> <li>6. Use the scanning strategy to find specific information from the reading text</li> </ol>
	Students will write reflections based on the readings and videos they watch (Goal 3). It will process writing:	<ul style="list-style-type: none"> <li>• Evaluate ethical values related to the world tourism</li> </ul>

<b>Reflections (30%)</b>	students will write a reflection on their blogs and receive feedback from the teacher. By the end of the course they would get the final grade.	<ul style="list-style-type: none"> <li>• Analyze information obtained from various sources</li> <li>• Recognize techniques needed for effectively summarizing and synthesizing information in written form</li> <li>• Identify the structure and purpose of reflective writing</li> <li>• Summarize information obtained from video materials and reading texts in written form</li> <li>• Effectively synthesize information obtained from different sources in written form</li> <li>• Use reflective writing techniques to reflect personally on the content</li> <li>• Use the main vocabulary they are covering during the lesson</li> </ul>
<b>Participation (10%)</b>	A detailed participation grading rubric will be provided to the students	<ul style="list-style-type: none"> <li>• Recognize the main sectors of tourism</li> <li>• Evaluate ethical values of tourism</li> <li>• Critically analyze information obtained from various sources</li> <li>• Identify various linguistic and discourse strategies for speaking</li> <li>• Recognize various non-linguistic means used in discussions and debates</li> <li>• Use related vocabulary for persuading the audience, arguing for or against a point in oral form</li> <li>• Use effective presentation and reporting skills in speaking</li> <li>• Apply related linguistic and non-linguistic means and strategies to convey meaning effectively</li> </ul>
<b>Attendance (10%)</b>		



For knowing whether the students understand the topics they learn each week, I decided to give them mid-term test which covers topics of five weeks. During mid-term test students will take a reading, writing and listening tasks in the middle of the course. They would be graded according to the grading rubric for the writing course and specifications which are provided in the test.

As technology has become part of our life and everything what we do is connected with technology nowadays, I decided to help them to know how to create blogs and write reflections online. My third assignment involves writing reflections on their blogs. They should write their opinions on the blogs. The students will have questions by the teacher according to the activities and videos they cover during the lesson. For that assignment they will get feedback and comments about their thinking and after the course they will be graded.

The following chart briefly shows and describes the main goals of the assessment plan and gives an overview of my course.

### 3.1.4. Learning Plan

Table 3: Learning Plan

Table 3 shows the overall picture of learning plan

	<i>Vocabulary</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Homework Assignment</i>  <i>Blogs</i>
<b>Week 1</b>  <b>Introduction to Tourism</b>	<b>Types of tourism</b> adventure tourism medical tourism extreme tourism ecotourism rural tourism ecotourism leisure tourist Business tourists Visiting friends and relatives Incoming tourists or inbound tourists Domestic tourists Package holiday Outgoing tourists Independent tourists	Watch videos about  Introduction to Tourism <a href="http://www.youtube.com/watch?v=a2uMKG7ETyQ">http://www.youtube.com/watch?v=a2uMKG7ETyQ</a>  The importance of tourism. <a href="http://www.youtube.com/watch?v=35KzDBau7I">http://www.youtube.com/watch?v=35KzDBau7I</a>  Greeting and seating guests <a href="http://www.youtube.com/watch?v=68t6TQUh2bQ">http://www.youtube.com/watch?v=68t6TQUh2bQ</a>  Introduction	Discussion  What types of tourism do you know?  Which countries do you like to visit?  Which is your favorite type of tourism? Why?  What kind of tourist would you like to be? Why?	Reading text “Types of tourists and tourism”	Matching activity “Travel Dominoes”	<b>1. What is tourism?</b> <b>2. Why tourism is important nowadays?</b> <b>3. What kind of tourism attractions do you know?</b> <b>4. Does Armenia have tourism attractions?</b> <b>5. Why do we spend too much money for tourists to come and visit us?</b> <b>6. What kind of tourist would you like to be? Why?</b>

		e students about blogging				
<b>Week 2</b>  <b>Hospitality(Over view of hospitality )</b>	Booking Liaison Coach Ferry Staff Customs Stopover Up-to-Date Reservation Receptionist Manager Porter Single room Double room	Overview w of Hospitality Industry <a href="http://www.youtube.com/watch?v=WYlvm-Q3IDQ">http://www.youtube.com/watch?v=WYlvm-Q3IDQ</a>  Greeting and seating guests	Discussion  What is hospitality in your opinion? Are the Armenians hospitable nationality? Why? What are the main codes of ethics?	Reading Text “ “Code of Ethics in Tourism” and “Global Code of Ethics in Tourism”  an “Code	To write an advertisement about Germany and France	<b>1. What do you understand by saying hospitality?</b> <b>2. What did you understand from the video you watched? Please discuss in your blogs what did you learn from it.</b> <b>3. Why do</b>

<b>Code of Ethics</b>	Triple room Games room Full board Vacancy Lift Room number Wake-up call Key Front door Room service Chambermaid	<a href="http://www.youtube.com/watch?v=68t6TQUh2bQ">http://www.youtube.com/watch?v=68t6TQUh2bQ</a> Good Manners: What to Say and Do (Polite English) <a href="http://www.youtube.com/watch?v=4-8AlriF908">http://www.youtube.com/watch?v=4-8AlriF908</a>	What is your opinion about ethics? Should tourists be informed about the main codes of ethics in tourism? Jigsaw activity (readings about “Code of Ethics”) Advertisement (Students should advertise France and Germany as means of tourism)			<i>tourists consider us as hospitable country?</i> <b>4. What do Armenians do that attract tourist?</b>
<b>Week 3 Hotels</b>	Booking Liaison Coach Ferry Staff Customs Stopover Up-to-Date Reservation Receptionist Manager Porter Single room Double room Triple room Games room Full board	At the Hotel <a href="http://www.youtube.com/watch?v=q0Hh8_hTBwE">http://www.youtube.com/watch?v=q0Hh8_hTBwE</a> Learning English At The Hotel <a href="http://www.youtube.com/watch?v=IZJPOd1sGqM">http://www.youtube.com/watch?v=IZJPOd1sGqM</a> How to	Discussion Have you ever been to any kind of hotels in different countries? Do you know about the stars of the hotels? Have you ever made a hotel	Reading text “Types of hotels”	To write a conversation about hotel reservation.	<b>1. Why does the country need hotels? Why are the hotels important for the country?</b> <b>2. What kind of hotels do you know?</b> <b>3. What are the main parts of the hotel?</b> <b>4. How many stars do hotels have?</b>

	<p>Vacancy</p> <p>Lift</p> <p>Room number</p> <p>Wake-up call</p> <p>Key</p> <p>Front door</p> <p>Room service</p> <p>Chambermaid</p>	<p>make hotel reservations</p> <p><a href="http://www.youtube.com/watch?v=Kmg1pqmOZfc">http://www.youtube.com/watch?v=Kmg1pqmOZfc</a></p>	<p>reservation?</p> <p>How could you reserve a room?</p> <p>Role Play</p> <p>“How to do a reservation”</p>			<p><i>Explain what each star means.</i></p>
<p><b>Week 4</b></p> <p><b>Restaurants and Food</b></p>	<p>Appetizer</p> <p>Starter</p> <p>Main Course (Big Food)</p> <p>Specials</p> <p>Fine dining</p> <p>Casual dining</p> <p>Fast Food</p> <p>Party of</p> <p>Table for</p> <p>Sides (Extra)</p> <p>Substitute (Change)</p> <p>Dessert</p> <p>Beverages</p> <p>Ask for bill</p> <p>Check</p> <p>Payment</p> <p>Teapot</p>	<p>Basic English vocabulary for restaurants</p> <p><a href="http://www.youtube.com/watch?v=mw9-uk_QFk">http://www.youtube.com/watch?v=mw9-uk_QFk</a></p> <p>How to order in a restaurant</p> <p><a href="http://www.youtube.com/watch?v=fWaf0yMV9ug">http://www.youtube.com/watch?v=fWaf0yMV9ug</a></p>	<p>Discussion</p> <p>What types of restaurants do you know?</p> <p>What are the popular restaurants nowadays?</p> <p>Why Fast Food has become so popular? Do you like Fast Food?</p> <p>Have you ever heard about GM food?</p> <p>What is menu? Do you know how to complete the</p>	<p>Reading text</p> <p>“Fast Food”</p>	<p>Create a Menu and then write an advertisement about their created menu and restaurant</p>	<p><i>1. Do you like eating at the restaurants?</i></p> <p><i>2. What kind of restaurants do you prefer?</i></p> <p><i>3 Do you think that we eat better now than we did in the past? Explain your answer.</i></p> <p><i>Do you think that we mostly eat fast food? What are the advantages and disadvantages of fast food?</i></p>

			right menu?  Survey on Eating Interview Role Play- “Waiter”			
<b>Week 5</b>  <b>At the airport</b>	Go through security Check your bags Carry on Stand by Take off Airfare To board Boarding pass Layover Jet leg Motion sickness Cruising altitude Turbulence	Learn English - Travel Vocabulary <a href="http://www.youtube.com/watch?v=A-63Yawo0zI">http://www.youtube.com/watch?v=A-63Yawo0zI</a>  At the airport - Speaking English at the airport <a href="http://www.youtube.com/watch?v=t5LuqJJVhaE">http://www.youtube.com/watch?v=t5LuqJJVhaE</a>	Discussion  Have you ever been at the airports?  What airports are the best airports in the world?  Did you have any kind of difficulties with the airport staff?  Jigsaw Role Play “At the airport”	Reading texts 1. Sustainable Tourism 2. The Benefits and Problems that Tourism can bring to developing Countries 3. The Economic Importance of Travel and Tourism	Puzzle (At the airport)	<i>1. What do you think, is the plane better transportation for tourists? Are they dangerous or not. Explain your answer.</i> <i>2. Do you have any fear when you are at the airport and in plane? Did you happen any kind of situation that you couldn't explain them in English at the airport? In that case what helped you to overcome the situation?</i> <i>3. Which transportation is better for you? To travel by plane or by car? Explain in detail.</i>

Week 6		Midterm Test				
Week 7	<p>Shop assistant</p> <p>Costumer</p> <p>Bakery</p> <p>Chemist</p> <p>Newsagent</p> <p>Greengrocer</p> <p>bread rolls</p> <p>bar of soap</p> <p>bread rolls</p> <p>bar of soap</p> <p>blueberry</p> <p>muffins</p> <p>sarong</p> <p>brooch kilt</p> <p>tiara</p> <p>clogs</p> <p>leggings trainers</p> <p>collar</p> <p>mittens tights</p> <p>cravat</p> <p>poncho trunks</p> <p>cufflinks</p> <p>shawl waistcoat</p> <p>flip-flops</p> <p>slippers</p>	<p>At The Shoe shop</p> <p><a href="http://www.youtube.com/watch?v=dny6EkT6ZAY">http://www.youtube.com/watch?v=dny6EkT6ZAY</a></p> <p>Shoppin g for clothes</p> <p>- Speak English fluently at a clothes store</p> <p><a href="http://www.youtube.com/watch?v=cOKde_7ZLUM">http://www.youtube.com/watch?v=cOKde_7ZLUM</a></p> <p>Buying at a supermarket</p> <p><a href="http://www.youtube.com/watch?v=X9wbm0VRwbU">http://www.youtube.com/watch?v=X9wbm0VRwbU</a></p>	<p>Discussio n</p> <p>Do you think it's a good idea for shops to open seven days a week? Is it helpful for tourists?</p> <p>Can you think of any advantages and disadvantages of big shopping centers?</p> <p>Do you think town centers in your country are becoming more and more similar?</p> <p>Have you ever used the Internet to buy anything?</p> <p>How does the shopping helps to develop tourism?</p> <p>Role</p>	<p>Reading text</p> <p>"Buy Nothing Day"</p>	<p>Complete the words and expressions in the box</p> <p>Make a dialogue about shopping</p>	<p><b>1. What do you think can stores and shops help the country to develop tourism?</b></p> <p><b>2. Have you noticed what kind of thing do tourists buy from our country?</b></p> <p><b>3. What do you think should the goods and souvenirs be cheap for tourist? Are they expensive nowadays for them?</b></p>

			Play “ At the shop”			
<b>Week 8 Tourism in Armenia</b>	Dishes culinary attraction cuisine tourism attractions Cathedrals Temple Sightseeing	Tourism in Armenia  <a href="http://www.youtube.com/watch?v=3SPCKfuNAkM">http://www.youtube.com/watch?v=3SPCKfuNAkM</a>	Discussio n  What is Armenia for you? Do you think Armenia is a tourism destination?  What sightseeing does Armenia have?  What places of Armenia do you like most? Why?  Debate	Reading text “Armen ian National Dishes”	Making Brochures about the Armenian tourist attractions	<b>1. What type of tourism is developed in Armenia? Why?</b> <b>2. If you were a tour guide in Armenia which place would you show first to tourists? Why?</b> <b>3. What do you think do we have all the facilities and comfort to accept tourists in our country?</b>



<b>Week 9 Adventure Tourism and Recreation</b>	Recreation	What is	Discussio	Reading	To	<b>1. What do you think does Armenia have adventure tourists?</b> <b>2. What do you think can Tsaghkadzor be a place for adventure lovers? Why?</b> <b>3. What do you think is it dangerous type of tourism? Does it have advantages in it? Explain briefly in your blogs and write your own opinions.</b>
	Bungee jumping Mountaineering Mountain biking Rafting Zip- lining Rock climbing  Rafting Skiing Skating Kayaking	adventure tourism <a href="http://www.youtube.com/watch?v=Zg511kesIb4">http://www.youtube.com/watch?v=Zg511kesIb4</a> Adrenaline Nation- New Zealand <a href="http://www.youtube.com/watch?v=zs2yg_nSFd4">http://www.youtube.com/watch?v=zs2yg_nSFd4</a> The world's highest Bungee jumping <a href="http://www.youtube.com/watch?v=zG22qQydPVQ">http://www.youtube.com/watch?v=zG22qQydPVQ</a>	n  Have you ever heard about adventure tourism?  Do you like adventures? Why?  Do you know where mostly developed adventure tourism is? Does it have advantages and disadvantages in it? Explain  Role Play “Adventure Tourists”	text  “Susan Butcher on the Iditarod Trail”	complete sentences	
<b>Week 10</b>		Presentation				

This is one of the most important part in my course. Learning plan describes the intended scope and sequence of the course. It describes the topics and materials that I have chosen. Before choosing the selected topics I took into consideration the students' needs. The learners also help me to choose the topics that they are mostly interested in. I chose ten tourism-related topics with the

activities, videos, materials they should cover. I decided to include those topics because they will improve the learners stock of vocabulary, knowledge and the attitude of learning skills.

I targeted some certain classroom techniques in my design project such as pair work, group work, role plays, and final presentations. I chose such kind of techniques because they will improve students' learning skills. There is not any textbook for my course, all activities are made by teacher. I chose certain texts which provide information about related topics. They are relevant to the topic and give the exact information and knowledge about it. The instructions are mainly learner-centered and the main aim is to integrate students to the lesson and encourage them to participate in class activities

### 3.1.5. Deliverables

This subchapter briefly presents the instructional materials, which will completely be presented in the appendices.

#### 1. Ten lesson plans (see APPENDICES A, B,C, D, E, F, G, H, I & J)

- 1<sup>st</sup> lesson plan on the topic of *Introduction to tourism*
- 2<sup>nd</sup> lesson plan on the topic of *Hospitality*
- 3<sup>rd</sup> lesson plan on the topic of *Hotels*
- 4<sup>th</sup> lesson plan on the topic of *Restaurants and Food*
- 5<sup>th</sup> lesson plan on the topic of *At the Airports*
- 6<sup>th</sup> lesson is Mid-term test
- 7<sup>th</sup> lesson plan on the topic of *Shopping*
- 8<sup>th</sup> lesson plan on the topic of *Adventure tourism and Recreations*
- 9<sup>th</sup> lesson plan on the topic of *Tourism in Armenia*
- 10<sup>th</sup> lesson plan *Presentations*

#### 2. Activities

- **Speaking activities (see Appendix 2 after each lesson plan)**
- Discussion activities
- Debate activities
- Role play activities

- **Reading activities (see Appendix 3 after each lesson plan)**
  - Jigsaw activity
  - Skimming and Scanning
  - Predicting and Guessing
  - TRUE/ FALSE activities
  
- **Listening activities (see Appendix 1 after each lesson plan)**
  - Watching videos
  - Matching
  - Gap filling
  - Information Transfer
  
- **Writing activities (see Appendix 4 after each lesson plan)**
  - Complete sentences
  - Matching activity “Travel Dominoes”
  - Writing advertisements
  - Making Brochures about the Armenian tourist attractions
  - Making dialogues and conversations
  - Completing puzzle

## Project Timeline

Table 4: The table shows the timeline for major steps with dates of the project

Steps	Dates
Meeting with Supervising Committee to discuss the main ideas about design project	Mid-September 2013
Finding and Studying literature relevant to the topic, writing first draft and preparing for the proposal paper and following to the advice and feedback of the adviser and reader	Beginning of October till late November 2013
Needs Analysis	November-December 2013
Defending Proposal	Beginning of December 2013
Designing course materials (Learning Plan, Assessment Plan, Lesson plan)	December- January 2013-2014
Piloting the EFL course	February- April 2014
Writing the final draft and submitting for committee review	March-April 2014
Final defense	April 2014
Submitting final paper	May 2014

## Chapter Four

## **Reflections and recommendation**

### **4.1. Reflection on Project**

This section discusses the overall design project experience and some recommendations for EFL teachers who are interested in tourism.

Before starting the implementation of the course, I gave questionnaire to EEC students to find out whether they wanted to learn English through tourism. Most of the students responded that they would like to learn English through Tourism. Their response encouraged me to design such kind of course and help them to learn more about tourism itself.

The course that I designed was very interesting and useful both for me and those students who were interested in tourism studies. During the designing process I had a lot of challenges and opportunities for the course. The main challenges were different background knowledge of students and lack of materials. It was very difficult to find relevant reading texts and sources for the course. The students were different with their opinions and ideas. Some of them knew about the main sectors of tourism, the others didn't have any kind of idea about them.

The appropriateness of materials was the most challenge for me. There were a lot of activities that some students didn't like during the lesson and I had to have additional materials to change the activities. The materials were from different sources and books. It was not easy to find the needed materials for the lesson where there was not any textbook. Overall the students were excited from the activities and they were enjoying each lesson.

I got a lot of good experience during the course design. It gave me a lot of chance to enhance my knowledge about tourism in depth and exchange my knowledge to my students. I learnt a lot of good things from the process of designing my project. I understood that I could lead the students and give them right instructions. The main importance of this project was that it gave me a chance to like teaching one more time and motivate students during their learning process.

I piloted the course only six weeks. The students were very clever and enthusiastic. They liked tourism and travelling and were doing their homework assignments and the activities with great pleasure. I didn't get any challenge with them. That's why I was very happy and wanted to help them to learn more in depth. The learning environment gave me a lot of opportunity such as self-confidence and encouragement.

## 4.2 Recommendations

This section includes some practical recommendations for EFL instructors who are interested in how to teach English through tourism studies.

- Create a survey about the course and find out the needs of the students
- Recognize the main sectors of tourism and have tourism background knowledge
- Have a good program description which can contain the following information:
  - Objectives of tourism sectors
  - The name and location of your education institution
  - Your students' age
  - Your students' level of EFL proficiency
  - Class size, i.e. number of students in your class
  - Duration of your course i.e. how many times per week you plan your lessons
  - Your contact details
- Have appropriate materials related to the topics
- Limit the class size (number of students) to 10 - 15 students
- Encourage and motivate students to use their person blogs and write their reflections there after each lesson. There are some students who don't like to write blogs, you should do your best to teach them how to write reflections on their own blogs.
  - Help students to know how to write reflections on their blogs. Students should write reflection on their blogs. There are some students who are not good with technology, so you should help them how to write blogs.
  - Engage students in class discussions and debates.
  - Do not use L1 in class during the lesson. Those students, who don't understand the word or phrase, try to explain them clearly.
  - Choose such activities which are interesting and be sure that students would like and do all the activities you assigned them. There are students who don't like some activities you have already prepared for them. Have some additional activities and take into consideration their opinion.

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## Appendices

### APPENDIX A

#### **Lesson Plan 1**

#### **Introduction to Tourism**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, PPT slides, handouts, worksheets

#### **By the end of the course students should be able to**

- Analyze and discuss information about tourism and its main sectors
- Use the new vocabulary in identifying new strategies
- Identify the main strategies how to write blogs using the phrases and vocabulary
- Discuss the main types of tourism



Stages/ Procedure	Time	Skills	Interaction	Why? Purpose and expected outcomes
1. Introduction/warm up	2 0 min.	<ul style="list-style-type: none"> <li>T and Ss start to get acquainted with each other. T splits Ss into groups of two and asks them to tell about their interests to each other, after it they should describe their partner to T.</li> <li>T writes “Tourism” on the whiteboard and then asks them to say what is connected with tourism. They say whatever they know about tourism and teacher writes the words on the whiteboard. After it, they start to discuss it.</li> </ul>	T-Ss Ss-Ss Ss-T	<p>To get acquainted with each other, establish safe and positive atmosphere in class</p> <p>To prepare Ss for the next stage when they will be watching a video about the importance of tourism</p>
2. Video watching	2 5 min.	<ul style="list-style-type: none"> <li>Ss start watching a video about “Introduction to Tourism” and “The Importance of Tourism”</li> </ul> <p>(See Appendix 1)</p>	T-Ss	<p>To build content schemata about the new topic.</p> <p>To prepare Ss for discussion</p>
3. Speaking	1 5 min	<p>Discussion about Tourism and tourist</p> <p>T asks some questions about tourism and travelling and students should answer the question by their own</p> <ul style="list-style-type: none"> <li>What types of tourism do you know?</li> <li>Which countries do you like to visit?</li> <li>Which is your favorite type of tourism? Why?</li> <li>What kind of tourist would you like to be? Why?</li> </ul>	T- Ss	<p>To develop Ss speaking skills</p> <p>To practice new expressions and vocabulary</p>
Break	1 0 MIN			

4. Introduction to blogging	10 min.	<ul style="list-style-type: none"> <li>With the help of the computer T shows students how to be signed up in blogger.com.</li> <li>T explains Ss how to write blogs</li> </ul>	T-Ss	To develop Ss skills of writing blogs and learning how to write reflections on their blogs
Matching activity “Travel Dominoes	10 min	<ul style="list-style-type: none"> <li>Ss play a game of dominoes by matching travel words together.</li> </ul> <p>Before class, T makes one copy of the worksheet for each group of three students and cut out all the cards as indicated.</p> <ul style="list-style-type: none"> <li>T explain to the students that they are going to play a game of dominoes by matching travel words together, e.g. departure lounge, arrival hall, etc. The purpose of the game is to get rid of all their dominoes.</li> <li>T asks the students to work in groups of three and gives each group of students a set of dominoes.</li> <li>The winner is the first player to get rid of all of their dominoes.</li> </ul> <p>(See Appendix 2)</p>	T-Ss Ss-Ss	To make sure how the Ss can guess the words even without knowing about it before.
5. Reading activity	20 min	<p>T splits Ss into groups of three and gives each group handouts.</p> <p>Ss read the texts about tourists and after it they ask questions to each other.</p> <p>Questions are (such as: What tourist is an educational? Which tourist is called business tourist etc.</p> <p>(See Appendix 3)</p>	T-Ss Ss- Ss	<p>To develop Ss reading skills and introduce them about tourists</p> <p>To make sure they understood the topic</p> <p>To develop group work skills</p>

Pre-watching video	3 min	T asks Ss questions about greetings, if they know how to greet people politely. (e.g. Do you know how to greet strangers? What are the main tips that you should take into consideration? Etc.)	T-Ss	To prepare Ss for watching the video about greetings
6. Video watching Greeting and Seating guests Good Manners: What to Say and Do	15 min.	Ss start watching video <a href="http://www.youtube.com/watch?v=68t6TQUh2bQ">http://www.youtube.com/watch?v=68t6TQUh2bQ</a> about how to greet guests and people <a href="http://www.youtube.com/watch?v=4-8AlriF908">http://www.youtube.com/watch?v=4-8AlriF908</a> After it Ss start to discuss the videos they watched (See Appendix 4)	T-Ss	To reinforce the Ss knowledge about polite greetings
7. Homework Assignment	2 min.	<ul style="list-style-type: none"> <li>T asks Ss to try to combine information they got from the reading and videos they watched about today's topic</li> <li>T tells Ss she will send all the materials to them by e-mail.</li> </ul>		<p>To try to see how Ss can synthesize information from different sources</p> <p>To make sure they can write reflections on their blogs</p>

## Appendix 1

### **Links**

*The importance of tourism*

<http://www.youtube.com/watch?v=35KzDBaau7I>

*The Introduction to tourism*

<http://www.youtube.com/watch?v=a2uMKG7ETyQ>

## Appendix 2

*“Travel Dominoes”*

OFF	TRAVEL	AGENT	YOUTH	HOSTEL	RAILWAY
STATION	CAR	HIRE	VISA	FORM	GO
SIGHTSEEING	DEPARTURE	LOUNGE	ARRIVAL	HALL	PACKAGE
HOLIDAY	BOARDING	PASS	PASSPORT	CONTROL	GO
CAMPING	BAGGAGE	CLAIM	INFORMATION	DESK	TAKE
OFF	SMOKING	AREA	RETURN	TICKET	GET ON
BOARD	CREDIT	CARD	TAXI	RANK	SET

### *Appendix 3*

#### **The different types of tourists in tourism industry**



How will you define a tourist? Tourist can be defined as a person, who makes a tour away from home for leisure, business or other purposes for more than one day but less than a year. Based on their various needs and reasons for traveling, tourists are classified in the following categories

**1. Incentive tourists:** Incentives tourists are those few lucky individuals, who get a holiday package as a reward from his company, for good work or achieving targets, set by the company. Incentive tourists draw inspiration from such tours to work harder, improve work relations and focus on team bonding. A salesman who is awarded with a nice holiday package for accomplishing the target sales is a perfect example of incentive tourist.

**2. Health or medical tourist:** Those who seek special medical treatment, which is only possible away from home, make trips to other places and are called Health or medical tourist. Some of these tourists avail medical assistance in other countries, for they may be expensive in their own country. Many health or medical tourists also make trips simply to stay for few days in healthier climate. Hoards of medical tourist fly to South Africa from overseas countries to undergo plastic surgery.

**3. Business tourist:** Tourist traveling with relation to business is known as business tourist. Business tourism is part of the business world. Most of the cities feature conference centers that cater to the needs of business tourists. A proper example of a business tourist is a salesman, who makes trips to different places to attend trade shows, to display and promote his own products also.

**4. Education tourists:** Tourists traveling to a particular place in another town, city or country for further study in order to improve his or her educational qualification are termed as education tourist. There are also group of people, who travel to attend workshops to upgrade skills. A clinic

nurse, who makes trip to another province to attend a particular workshop, qualifying individual about infectious diseases is an example of an educational tourist.

**5. Adventure tourists:** Adventure tourists look for some unusual or bizarre experience. They seek adventurous activities that may be dangerous, such as rock climbing, river rafting, skydiving, shark cave diving and bungee jumping.

**6. Cultural tourist:** These types of tourists travel to experience the essence of assorted cultures, such as San rock art, or cultural festivals such as the National Art Festival in Grahams town, or the International Jazz Festival in Cape Town. Cultural tourists also prefer to witness the World Heritage Sites of the traveled country.

**7. Eco-tourists:** Nature loving tourists, who love to go green like traveling to Bonita Gardens in Bloemfontein South Africa or similar destinations are called eco-tourists. They travel throughout the world in search of destinations not affected by pollution or much human intervention.

**8. Leisure tourist:** These tourists want to rejuvenate and revitalize with comfort, while enjoying a break from mundane routine of life. Examples of this type of tourism are cruising while vacationing or simple relaxing on a beach.

**9. Religious tourist:** Religious tourist travel to sites of religious significance. World is dotted with a number of religious locations like Hajj in Mecca, Jerusalem in Israel, Varanasi in India, and the Vatican in Rome. During Easter, a huge conglomeration of Christian pilgrimage takes place in Zion City.

**10. Sport and recreation tourist:** These sorts of tourists either take active part in or just watch sports events. Some of such popular sport events are the Soccer World Cup, Wimbledon Tennis Championship, Comrades Marathon, and Fisher River Canoe Marathon.

**11. Backpacking or youth tourist:** This group of tourist is of young age and they travel with minimum luggage and on a limited budget. But they are very passionate and love excitements and adventures, while traveling. They generally have no specific travel schedules and tend to travel independently.

**12. Special Interest Tourist (STI):** They nurture particular passion in different things like bird watching, nature, fishing during the Sardine Run, food and wine or attending the Cape Town Book Fair.

[http://www.hotelresortinsider.com/news\\_story.php?news\\_id=139465&cat\\_id=8](http://www.hotelresortinsider.com/news_story.php?news_id=139465&cat_id=8)

### ***Appendix 3***

#### ***Links***

Greeting and seating guests

<http://www.youtube.com/watch?v=68t6TQUh2bQ>

Good Manners: What to Say and Do

<http://www.youtube.com/watch?v=4-8AlriF908>

***Homework Assignment***

- 1. What is tourism?***
- 2. Why tourism is important nowadays?***
- 3. What kind of tourism attractions do you know? Remember the video you watched too.***
- 4. Does Armenia have tourism attractions?***
- 5. Why do we spend too much money for tourists to come and visit us?***
- 6. What kind of tourist would you like to be? Why?***

## **APPENDIX B**

### **Lesson Plan 2**

#### **Hospitality(Overview of hospitality )**

##### **Code of Ethics**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, PPT slides, handouts, worksheets

##### **By the end of the course students should be able to**

- Use the information they got from the videos
- Focus on the importance of hospitality
- Identify the reading materials about code of ethics and also use them
- Use guessing strategy to identify target vocabulary in context



<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Skills</b>	<b>Intera ction</b>	<b>Why? Purpose and expected outcomes</b>
1. Warm up	5 min.	<ul style="list-style-type: none"> <li>• T greets Ss</li> <li>• T asks whether it was difficult for them to write reflections on their blogs.</li> </ul>	T-Ss Ss-T	<ul style="list-style-type: none"> <li>• To establish safe and positive atmosphere in class.</li> <li>• To make sure Ss didn't have difficulties with blogs.</li> </ul>
1. Pre-video watching	5 min	T asks questions to Ss what they know about hospitality, have they ever heard that word before, why do Armenians call hospitable nationality etc.	T-Ss Ss-T	<ul style="list-style-type: none"> <li>• To prepare Ss for watching video about hospitality</li> </ul>
1. Watching Video Introduction to Hospitality	2 5 min.	<ul style="list-style-type: none"> <li>• Ss should watch the video and have discussion about the main topic. While watching video they should take notes.</li> <li>• The Ss should share their ideas and answer to T's questions connecting to the topic (See Appendix 1)</li> </ul>	T-Ss Ss-T	<ul style="list-style-type: none"> <li>• To develop Ss listening activity</li> </ul>
1. Jigsaw Code of Ethics	2 5min	<p>Group work</p> <ul style="list-style-type: none"> <li>• T asks Ss to split into groups of 2 and gives them the handouts</li> <li>• T gives Ss 7-8 min. to finish the reading text, after it she mixes the group members and asks one of each group member to tell their friends what they read. (See Appendix2)</li> </ul>	T- Ss	<p>To develop Ss reading skill</p> <p>To develop students skills how to work collaboratively</p>
BREAK	1 0 MIN			
5.Speaking Activity “Advertisement”	4 5 min	<ul style="list-style-type: none"> <li>• T splits Ss into two groups. T gives them two worksheets. Ss should do an advertisement. One group should advertise Germany; the other group should advertise France.</li> <li>• T gives some information about each country and also sheets of papers where they can write the main important</li> </ul>	T-Ss Ss- Ss	To develop Ss speaking skills

		<p>things to that country. Ss start read the information and then draw or write something to those sheets of papers.</p> <ul style="list-style-type: none"> <li>• After preparation one group start talking about their country and advertise it. Then the other group starts the same thing and they continue their discussions.</li> </ul> <p>(See Appendix3)</p>		
7.Homework Assignment	5 min.	<ul style="list-style-type: none"> <li>• T tells Ss she will send all the materials to them by e-mail.</li> <li>• T asks them to write their reflections on their blogs</li> </ul>	T-Ss	To make sure that everything was clear to Ss and they can write their assignment

### *Appendix 1*

#### Overview of Hospitality Industry

<http://www.youtube.com/watch?v=WYlvm-Q3IDQ>

### *Appendix 2*

#### **The Code of Ethics for Tourism**

The United Nations World Tourism Organization (UNWTO) believes that tourism is a means of collective fulfillment providing opportunities for education and exchange. UNWTO publishes a code of ethics meant to protect and promote these ideals , to "maximize the positive economic , social and cultural effects of tourism ... while minimizing its negative social and environmental impacts." The code holds responsible all participants for practicing ethical tourism.

#### **Responsibility of Tourists**

Tourists must take steps to protect themselves and the environment, people and culture of their host communities. Travelers should study the customs, laws and culture of their destinations, and be aware of any inherent hazards to foreigners.

#### **Responsibility of Governments**

The UNWTO's code of ethics stipulates that authorities should be attentive to the particular vulnerabilities of tourists as well as their own peoples involved in the tourism industry. Governments should also inform citizens of all potential dangers of travel abroad.

#### **Responsibility of Stakeholders**

Tourism professionals are expected to provide hospitality, security and assistance to tourists. Vendors should promote local cultures and religions without infringing the beliefs of visitors.

#### **Culture**

UNWTO states that culture is a heritage shared by all of mankind; however, local customs should be maintained and tourism profits invested in safeguarding cultural resources.

### **Environment**

Stakeholders and governments are encouraged to lessen the environmental impact of tourism and promote environmental awareness.

### **The Global Code of Ethics in Tourism**

Increasing global tourism has been joined by a greater focus on global responsibility. The United Nations oversees the World Tourism Organization, which pioneers an organized promotion of ethics and sustainability in the world tourism industry.

### **History**

Starting in 1997 in Istanbul, the organization gradually built a committee tasked with forming a global code of ethics. The United Nations Economic and Social Council drafted a resolution calling for U.N. endorsement of the code, which was granted by the U.N. General Assembly in December 2001.

### **Specifics**

The code exists for governments, tour operators, travel agents, workers and travelers, encouraging respect for cultural and environmental sustainability. The tourism industry offers significant potential in terms of jobs and private-sector growth, especially in lesser developed regions of the world. However, the code emphasizes that this positive impact should not adversely affect community or environmental heritage.

### **Status**

As of 2010, 154 countries, seven territories and more than 400 affiliate members from private businesses, educational institutions, tourism associations and authorities identify as members of the organization, acknowledging the tourism code. By subscribing to the code's principles, members also promote the Millennium Development Goals, aimed at reducing global poverty and supporting sustainable development.

Adapted from : [http://www.ehow.com/facts\\_7184501\\_global-code-ethics-tourism.html](http://www.ehow.com/facts_7184501_global-code-ethics-tourism.html)  
[http://www.ehow.com/facts\\_5213245\\_code-ethics-tourism.html](http://www.ehow.com/facts_5213245_code-ethics-tourism.html)

## Appendix 3

### France

While it does – just – include the point which is the geometric "centre" of continental France, the region of France known as "le Centre" does not generally coincide with the middle of the country. It could more aptly be described as being the centre section of northern France. It is an area stretching from a latitude slightly north of Paris, down to the north of the Limousin and Auvergne regions, and is bordered to the west by Normandy, the Pays de la Loire region and Poitou, and to the east by the Paris region (Ile de France) and Burgundy. Its regional capital is the city of Orléans.

Unlike many other regions, the Centre region is not a historic province; it is, as its name perhaps implies, the heart of historic France, the area between the Paris region and the Loire valley that was for many centuries the center of the kingdom of France – at times when the territory which is today known as France was divided among the kingdoms or duchies of Normandy, Burgundy, Aquitaine, Anjou and others less important. In this respect, the regions of the Centre and the Ile de France *are* France.

The region is composed of six departments, the Eure et Loir \* (28), the Loiret (45), the Loir et Cher (41), the Cher (18), the Indre et Loire (37) and the Indre (36).

In the north of the region lies the area known as la Beauce, one of the two historic breadbaskets of France. This is a gently undulating plateau where vast wheat fields stretch as far as they eye can see. The area's main city, Chartres, is famous for its magnificent cathedral, one of the earliest and finest gothic cathedrals in France. The middle of this region is characterized by the low-lying valleys of the river Loire and its tributaries. This area was very popular with the kings of France and their dukes in the Middle Ages and Renaissance, and is rich with magnificent châteaux - notably the most famous of the "Châteaux de la Loire" such as Chambord, Azay-le-Rideau, Blois or Chenonceaux. Between Orleans, Blois and Vierzon lies a vast area of forest and heathland known as LaSologne, once the favoured hunting grounds of the nobility, and today popular with hunters, nature-lovers and hikers. The Loire valley is also characterized by a number of vineyards, producing mainly white wines, including the sparkling whites of Touraine and Vouvray. Among other famous vineyard areas are Pouilly-Fumé, Sancerre and Valençay.

In the south and south-east, covering the departments of the Cher and the Indre, the Centre region rises gently towards the hills of the Limousin and the Auvergne; this area, known as le Berry, is a deeply agricultural area, with mixed farming. Its capital is the city of Bourges, with a fine historic centre. Finally, to the south-west of the town of Chateauroux lies an area known as La Brenne, the "area of a thousand lakes", and one of the most important wetlands in France. As

for the exact "centre" of France, it is generally accepted as being close to the little town of Saint Armand Montrond, south of Bourges.

The northern half of the Centre region benefits, economically, from its proximity to Paris, and by excellent transport links to the capital. Tours is served by TGV, and Orleans by fast express trains; all the major cities in the region also have direct motorway access to Paris. The cities of the Loire valley have become important centres for the pharmaceutical and high-tech industries, and the north of the region is also a centre for the French cosmetics industry.

As for the exact location of the "centre" of France, several communes in the south of the Centre region - and a some in the north of the Auvergne - are rivals for this title - depending on the criteria used. But according to various criteria, the centre of France lies at some spot in the commune of Saint-Armand-Montrond, in the very south of the Cher department.

### Main tourist attractions in the Centre of France



Amboise, on the River Loire Photo Schlalotnik

- **Orleans** (45), Regional capital, a historic city on the banks of the Loire.
- **Blois** (41) . Historic town on the northern bank of the Loire, with a magnificent Renaissance castle.
- **Tours** (37): largest city in the region, Tours boasts an attractive historic centre with old half-timbered houses, St Gatien's cathedral, and also a castle.
- **Bourges** (18): Attractive historic centre, with great gothic cathedral, later than that of Chartres; fine mediaeval sculptures and stained glass; also the famous Renaissance town residence of Jacques Coeur.
- **Chartres** (28) - One of the most famous gothic cathedrals in France, famous in particular for its magnificent mediaeval stained-glass windows.
- **The river Loire** (37 / 41 / 45 ) The wide slow-moving Loire is one of Europe's great rivers. The river, excellent for fishing, is bordered by many attractive small towns, and the flat land is good for cycling. There are also many vineyards in the area of Tours.
- **Les Châteaux de la Loire** (37, 41, 45, 18) - the castles of the Loire. Many of



Chartres cathedral - statues on west portal - Photo Turloughmor

these are actually on tributaries of the Loire. The most famous are **Chambord**, **Chenonceau**, **Villandry** (with its famous gardens) and **Azay le Rideau**. But there are many others, including Langeais, Rigny-Ussé, Amboise etc

- **La Brenne** (36). Area of 1000 lakes, major wetland renowned for its birds.

## Germany

Germany is the seventh most visited country in the world, with a total of 407.26 million overnights during 2012. This number includes 68.83 million nights by foreign visitors, the majority of foreign tourists in 2009 coming from the Netherlands, the United States and Switzerland (see table). Additionally, more than 30% of Germans spend their holiday in their own country. According to Travel and Tourism Competitiveness Reports, **Germany** is rated as one of the safest travel destinations worldwide.

The official body for tourism in Germany is the German National Tourist Board (GNTB), represented worldwide by National Tourist Offices in 29 countries. Surveys by the GNTB include perceptions and reasons for holidaying in Germany, which are as follows: culture (75%), outdoors/countryside (59%), cities (59%), cleanliness (47%), security (41%), modernity (36%), good hotels (35%), good gastronomy/cuisine (34%), good accessibility (30%), cosmopolitanism/hospitality (27%), good shopping opportunities (21%), exciting nightlife (17%) and good price/performance ratio (10%) (multiple answers were possible).

In 2012, over 30.4 million international tourists arrived in Germany, bringing over US\$38 billion in international tourism receipts to the country.<sup>[5]</sup> Domestic and international travel and tourism combined directly contribute over EUR43.2 billion to German GDP. Including indirect and

induced impacts, the industry contributes 4.5% of German GDP and supports 2 million jobs (4.8% of total employment)

Popular regions include

- in the North: Usedom, Holstein Switzerland, the Lüneburg Heath, Harz and Mecklenburg Lake District
- in the West: Teutoburg Forest, Sauerland, Eifel and the Moselle Valley
- in the East: Saxon Switzerland, Thüringer Wald, Erzgebirge and the Elbe Valley
- in the South: Taunus, Spessart, Rhön, Odenwald and Allgäu.

### ***Homework Assignment***

- 1. What do you understand by saying hospitality?***
- 2. What did you understand from the video you watched? Please discuss in your blogs what did you learn from it.***
- 3. Why do tourists consider us as hospitable country?***
- 4. What do Armenians do that attract tourist?***

## **APPENDIX C Lesson Plan 3**

### **Hotels and hotel services**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

**By the end of the course students should be able to**

- Use the vocabulary they covered during the class
- Identify and practice reading texts
- Use the main strategies about hotels



<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Skills</b>	<b>Intera ction</b>	<b>Why? Purpose and expected outcomes</b>
1. Warm up	5 min.	<ul style="list-style-type: none"> <li>• T greets Ss</li> <li>• T asks whether it was difficult for them to write reflections on their blogs. Whether they have done their homework assignment</li> </ul>	T-Ss Ss-T	<ul style="list-style-type: none"> <li>• To make sure Ss didn't have difficulties with blogs.</li> </ul>
1. Pre-watching activity	5 min	T asks questions to Ss what they know about hotels. What hotels do Armenians have? If they know about how to reserve rooms at the hotels?	T-Ss Ss-T	<ul style="list-style-type: none"> <li>• To prepare Ss for watching video about hotels</li> </ul>
1. Watching Video At the hotel, How to make hotel reservations	1 5	<ul style="list-style-type: none"> <li>• Ss watch three different conversations and learn main phrases and vocabulary about hotel</li> <li>• T asks Ss to take notes while watching the videos, it would help them for their next activities they should do then.</li> </ul> <p>(See Appendix 1)</p>	T-Ss	To develop students listening skills
1. Vocabulary	2 0 min.	<ul style="list-style-type: none"> <li>• T gives Ss some vocabulary about hotels and reservations,</li> <li>• The Ss read the words and expressions and then do matching activity. There are some words which are familiar to them.</li> <li>• They should make some sentences with the new words and choose the right answers of some words</li> </ul> <p>(See Appendix 2)</p>	T-Ss Ss-T	<p>To activate Ss schemata</p> <p>To develop Ss vocabulary about related topic</p>

1. Speaking activity	1 0 min	<p>Discussion</p> <p>T asks some related questions to Ss and they should answer and give their own opinion</p> <p>Questions are</p> <p>Discussion</p> <p>1. Have you ever been any kind of hotels in different countries?</p> <p>1. Do you know about the stars of the hotels?</p> <p>1. Have you ever made a hotel reservation? How could you reserve a room?</p>	T-Ss SS-T	To develop Ss speaking skills
1. Reading activity Types of hotels	2 0 min	<ul style="list-style-type: none"> <li>• T splits Ss into groups of 3</li> <li>• T gives to each group different type of hotel and asks them to read them</li> <li>• After reading each group chooses one student to tell the other groups about the hotel type they have read.</li> </ul> <p>(See Appendix 3)</p>	T- Ss	<p>To develop Ss reading skill</p> <p>To develop students skills how to work collaboratively</p>
BREAK	1 0 MIN			

1. Role Play “How to do a reservation”	3 0 min	<ul style="list-style-type: none"> <li>After discussions and the materials the students covered during the class, T asks students to make groups of two and use the notes they have taken and the vocabulary they have learnt already.</li> <li>The Ss should act out any kind of situation they have had at the hotel. E.g One student can be receptionist, the others tourists, the other manager, etc.</li> <li>They should make dialogue and then play it.</li> </ul>	T-Ss Ss- Ss	To develop Ss speaking skills To practice the vocabulary
1. Homework Assignment		<ul style="list-style-type: none"> <li>T tells Ss she will send all the materials to them by e-mail.</li> <li>T asks them to write their reflections on their blogs</li> </ul>	T-Ss	To make sure that everything was clear to Ss and they can write their assignment

## Appendix 1

### At the Hotel

[http://www.youtube.com/watch?v=q0Hh8\\_hTBwE](http://www.youtube.com/watch?v=q0Hh8_hTBwE)

### Learning English At The Hotel

<http://www.youtube.com/watch?v=lZJPOd1sGqM>

### How to make hotel reservations

<http://www.youtube.com/watch?v=Kmg1pqmOZfc>

## Appendix 2

single room	Alarm
double room	wake-up call
triple room	Key
shower	front door
bath	room service
en-suite bathroom	chamber maid
B&B (abbreviation of bed and breakfast)	housekee per
full board	hotel lobby
reservation	reception ist
to book	manager
vacancy	Porter
fire escape	laundry

## 1. BOOKING

- a. reservation
- b. accountancy

## 2. LIAISON

- a. romantic relationship
- b. coordination and cooperation

3. COACH

- a. a bus designed for long distance travel or sightseeing
- b. a railway carriage

4. FERRY

- a. ship that transports passengers or vehicles across water
- b. a place where goods are transported across water

5. STAFF

- a. a group of officers in the armed services
- b. people employed by a company or organization

6. CUSTOMS

- a. the place where goods and baggage are examined on entering a country
- b. habits and traditions

7. STOPOVER

- a. any kind of interruption or break
- b. a place where somebody makes a break on a journey

8. UP-TO-DATE

- a. Current
- b. contemporary

9. BEHIND-THE-SCENES STAFF

- a. employees who are not in direct contact with the public
- b. people who work privately or secretly



Many **airport hotels** enjoy a high occupancy because of the large number of travelers arriving and departing from major airports. The guest mix in airport hotels consists of business, group, and leisure travelers. Passengers with early or late flights may stay over at the airport hotel, while others rest while waiting for connecting flights.

Airport hotels are generally in the 200- to 600- room size and are full service. To care for the needs of guests who may still feel as if they are in different time zones, room service and restaurant hours may be extended, even offered twenty-four hours. More moderately priced hotels have vending machines.

As competition at airport hotels intensified, some added meeting space to cater (serve) to businesspeople who want to fly in, meet, and fly out. Here, the airport hotel has the advantage of saving the guests from having to go downtown. Almost all airport hotels provide courtesy van transportation to and from the airport.

Convenient locations, economical prices, easy and less costly transportation costs to and from the airport are some reasons why airport hotels are becoming intelligent choices for business travelers. Airport hotels can mean a bargain for groups, especially considering that the transportation to the hotel and back from the airport is usually free or is very inexpensive, says Brian Booth, director of sales and marketing at the Dallas Hyatt Regency Airport Hotel. One of the most conveniently located hotels in the country is the Miami International Airport Hotel, which is located within the airport inside.

## Casino

## Hotels



The casino hotels industry is now coming into the financial mainstream, to the point that, as a significant segment of the entertainment industry, it is reshaping point, that as a significant segment of the entertainment industry, it is reshaping the U.S economy. The entertainment and recreation sector has become a very important engine for U.S economic growth, providing a boost to consumer spending, thus creating tremendous ( huge) prosperity for the industry. The fastest growing sector of the entertainment field is gaming.

Casino hotels are learning toward making their hotels into “family friendly” hotels. The gaming business is strictly for adults; however, these hotels realize that making their hotels family friendly will attract more families to spend a day or two in their hotels. Various casino hotels have baby-sitters available at any time of the day, children’s attractions ranging from parks to circuses and museums, and kids menus in restaurants. For adults, in addition to gaming, a multinational cuisine for dining, health spas for relaxation, dance clubs and dazzling shows are available. Casino hotels are now marketing themselves as business hotels. They include in their rooms work space, a fax, a copier, and a computer data parts.



### **Extended - Stay Hotels**

Other hotels serve to guests who stay for an extended period. They will, of course, take guests for a shorter time when space is available. However, the majority of guests are long term. Guests take advantage of a reduction in the rates based on the length of their stay. The mix of guests is mainly business and professional/ technical, or relocating families.

Residence Inns and Homewood Suites are market leaders in this segment of the lodging industry. These properties offer full kitchen facilities and shopping services or a convenience store on the premises. Complimentary continental breakfast and evening cocktails are served in the lobby. Some properties offer a business center and recreational facilities.

### **All- Suite, Extended- Stay Hotels**

All Suite, Extended- Stay Hotels typically offer approximately 25 percent more space for the same amount of money as the regular hotel in the same price range. The additional space is usually in the front of a lounge and possibly a kitchenette area.

There are now almost 1,500 extended-stay properties. Many of these properties have business centers and offer services like grocery shopping and laundry/dry cleaning. The extended-stay properties realize that guests prefer a home-like atmosphere. Accordingly, many properties are built to encourage a community feeling, which allows guests to informally interact.



**Economy/**

**Budget**

**Hotels**



An economy or budget hotel offers clean, reasonably sized and furnished rooms without the frills of full- service hotels. Chains like Travelodge, Motel 6, Days Inn became popular by focusing on selling beds, but not meals or meetings. This enabled them to offer rates at about 30 percent lower than the midpriced hotels rooms. Economy properties, which represent about 15 percent of total hotels rooms, have experienced tremendous growth.

An example of a relatively new budget concept is Microtel. In 1989, despite a credit crunch and a weak economy, a group of entrepreneurs developed a budget concept called Microtel. Success criteria were developed; The group wanted an economy hotel product, the downside risk had to be limited, and the product would have to demonstrate a competitive advantage over other national budget chains. The result of several months of careful planning and construction was the ninety-nine-room Microtel in Rochester, New York, at a total cost of \$2, 789,000 or \$28,263 per room. The land cost \$266,000; construction, interest, taxes, furniture, and equipment cost \$2,164,000. The room rates began at \$29, and the occupancy was 89.4 percent in the first year.

After enjoying a wave of growth for most of the 1990s, the economy hotel segment may be close to the close to the saturation point. There are about 20,000 properties in this segment with many markets. The economic law of supply and demand rules; if an area has many markets.

***Homework Assignment***

- 1. Why does the country need hotels? Why are the hotels important for the country?***
- 2. What kind of hotels do you know?***
- 3. What are the main parts of the hotel?***
- 4. How many stars do hotels have? Explain what each star means.***

## **APPENDIX D**

### **Lesson Plan 4**

#### **Restaurant and Food**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

**Learning outcomes-** By the end of the lesson, students will be able to

- Use the basic vocabulary for restaurants
- Practice listening and using visual clues for getting specific information
- Practice reading for general information

<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Skills</b>	<b>Intera ction</b>	<b>Why? Purpose and expected outcomes</b>
1 Warm up	5 min.	<ul style="list-style-type: none"> <li>T greets the Ss and asks what they have done during the whole week</li> <li>T asks students whether they completed their blogs or not.</li> </ul>	T-Ss Ss-T	To start the lesson, To create a friendly atmosphere
2. Pre-video watching activity	5 min.	<ul style="list-style-type: none"> <li>T shows some pictures and asks them to answer what they see there. Who are the people in the pictures and what they are doing.</li> </ul>	T-Ss	To build Ss schemata
3. Video watching Basic English vocabulary for restaurants.	30 min	<ul style="list-style-type: none"> <li>T asks Ss to watch the video and take notes</li> <li>After watching video Ss should tell what they learnt from it. They should tell what the main things for restaurants are.</li> </ul>	T- Ss	To develop Ss listening and speaking skills. To enrich Ss vocabulary about ordering food at the restaurant
4. "Surveys on eating" Speaking activity	15 min.	T gives some handouts where different questions are written They should read them and answer each question one by one Appendix 1	T-Ss	To develop Ss speaking skills
Break	10 min			

5. Activity Create a Menu and an advertisement	2 0 min	<ul style="list-style-type: none"> <li>Students are given a paper where directions are written how to create menu and do an advertisement</li> <li>Ss are divided into groups of three and each group makes their own menu</li> <li>After finishing the menu and the advertisement they start to describe and advertise it</li> </ul> <p><i>(See Appendix 2)</i></p>	T-Ss Ss- Ss	To practice the vocabulary they learnt during previous activities To make collaborative atmosphere among students
6. Game/ Role play “Waiter”	2 0 min.	<ul style="list-style-type: none"> <li>Students are split into small groups. One student is the waiter, and the other students are the customers.</li> <li>Each group of customers comes into the class and asks their waiter for a table, and a menu.</li> <li>The customer’s order food and drinks, and the waiter takes the order and brings the meals.</li> <li>When they have ordered all courses, drinks, etc. the customers ask for the bill. The waiter adds up the bill (using their menu). At the same time, the customers work out what they think the bill should be. At the end of the role-play, the customers give marks out of ten for the waiters.</li> </ul> <p><i>(See Appendix 3)</i></p>	T-Ss Ss-Ss	To practice ordering food and drink in a restaurant
7. Homework Assignment	2 min.	T tells Ss that she would send the students their homework assignment via e-mail and asks them to answer the questions in their blogs	T-Ss	To make sure that everything was clear to Ss and they can write their assignment

## Surveys on Eating

<p>Survey on Breakfast</p> <p>(1) Did you have breakfast this morning?</p> <p>(2) What do you usually have for breakfast?</p> <p>(3) Who do you eat breakfast with?</p>	<p>Survey on Lunch</p> <p>(1) Where do you usually have lunch?</p> <p>(2) What do you typically have for lunch?</p> <p>(3) Who do you eat lunch with?</p>	<p>Survey on Dinners</p> <p>(1) Where do you usually have dinner?</p> <p>(2) What time do you usually eat dinner?</p> <p>(3) What did you have for dinner yesterday?</p>
<p>Survey on Fast-food</p> <p>(1) Do you go to fast-food restaurants often?</p> <p>(2) What is your favorite fast-food restaurant?</p> <p>(3) Do you prefer fast-food or your mom's cooking?</p>	<p>Survey on Restaurants</p> <p>(1) How often do you eat at restaurants?</p> <p>(2) What is your favorite restaurant?</p> <p>(3) Do you usually leave a tip?</p>	<p>Survey on Ordering Food</p> <p>(1) How often do you order food at your home?</p> <p>(2) Do you ever order pizza?</p> <p>(3) Do you ever order Chinese food?</p>
<p>Survey on Favorite Food</p> <p>(1) What is your favorite food?</p> <p>(2) How often do you eat it?</p> <p>(3) What is your least favorite food?</p>	<p>Survey on Cooking</p> <p>(1) Who cooks in your family?</p> <p>(2) Who is a better cook your mom or your dad?</p> <p>(3) What do you know how to cook well?</p>	<p>Survey on Spicy Food</p> <p>(1) Do you enjoy spicy food?</p> <p>(2) What is the hottest food you've eaten?</p> <p>(3) Have you ever had food that was so hot you couldn't eat it?</p>

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## Appendix 2

Create a restaurant menu by filling in the foods and prices in the spaces below.

On the back of your paper, place your order for a meal and figure out what it would cost you.

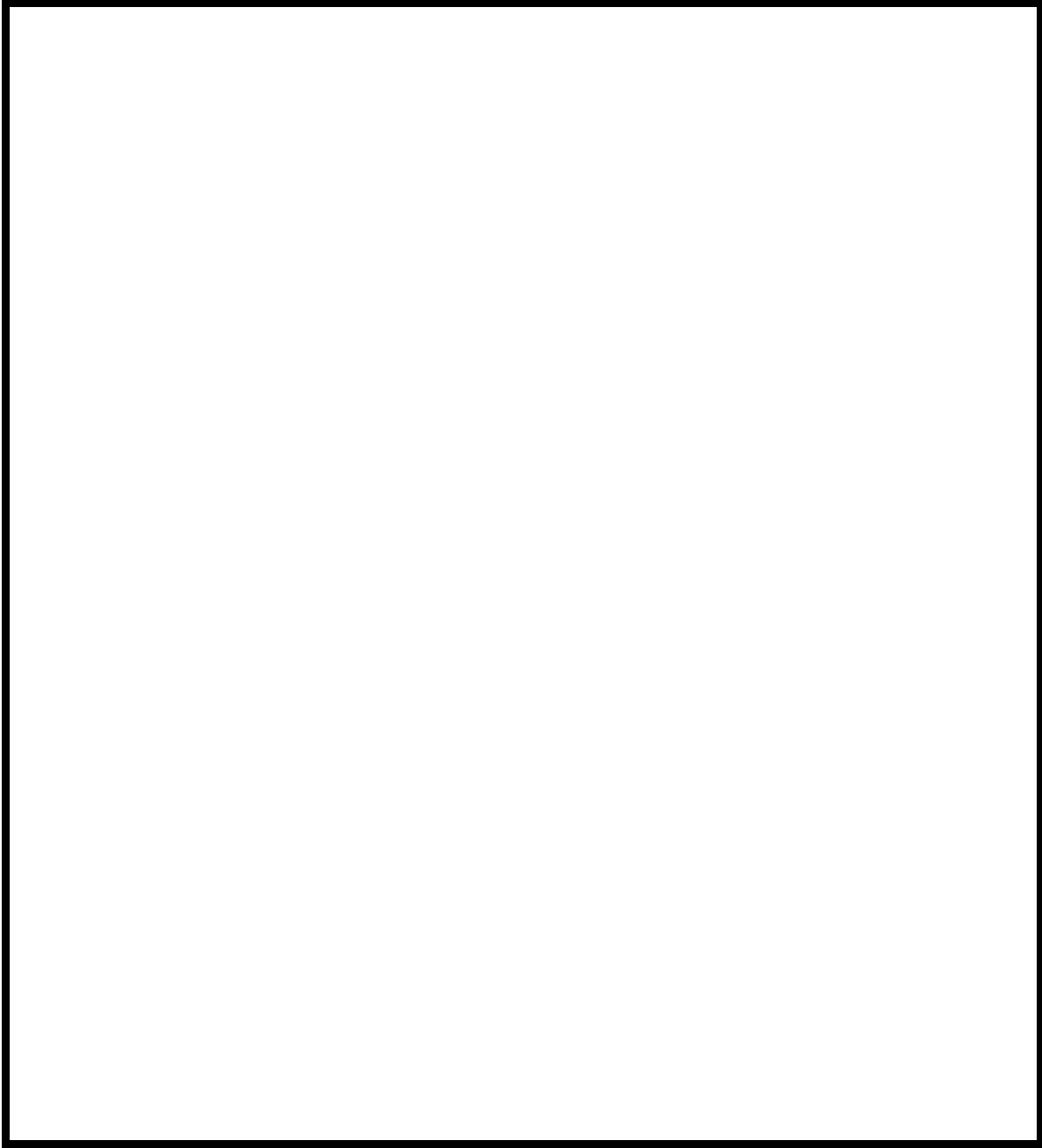
Now trade papers with someone in your class. Let them choose a meal from your menu and figure out the cost.

## Menu

Food	Price

### Create an Advertisement

Create an advertisement for your restaurant in the box below and present the advertisement to your class.



Appendix 3





## “Waiter”

<p>~ Menu ~</p> <p>Starters</p> <p>Chicken Wings \$3.95</p> <p>Fruit cocktail \$2.75</p> <p>French onion soup \$2.50</p> <p>Garlic bread \$2.95</p> <p>Main Courses</p> <p>Tom Yam Kung \$9.00</p> <p>Grilled Sea bass \$11.95</p> <p>Roast chicken \$8.50</p> <p>Lamb chops \$10.00</p> <p>Salmon Steak \$11.00</p> <p>(All main courses come with French fries or rice and assorted vegetables)</p> <p>Desserts</p> <p>Strawberry cheesecake \$3.00</p> <p>Chocolate cake \$4.00</p> <p>Strawberries and cream \$5.75</p> <p>Drinks</p> <p>Mineral water \$1.00</p> <p>Soft drinks \$1.25</p> <p>Wine (red, white) \$2.00</p> <p>Beer \$2.00</p> <p>Coffee \$1.25</p> <p>VAT AND SERVICE CHARGE INCLUDED</p>	<p>~ Menu ~</p> <p>Starters</p> <p>Chicken Wings \$3.95</p> <p>Fruit cocktail \$2.75</p> <p>French onion soup \$2.50</p> <p>Garlic bread \$2.95</p> <p>Main Courses</p> <p>Tom Yam Kung \$9.00</p> <p>Grilled Sea bass \$11.95</p> <p>Roast chicken \$8.50</p> <p>Lamb chops \$10.00</p> <p>Salmon Steak \$11.00</p> <p>(All main courses come with French fries or rice and assorted vegetables)</p> <p>Desserts</p> <p>Strawberry cheesecake \$3.00</p> <p>Chocolate cake \$4.00</p> <p>Strawberries and cream \$5.75</p> <p>Drinks</p> <p>Mineral water \$1.00</p> <p>Soft drinks \$1.25</p> <p>Wine (red, white) \$2.00</p> <p>Beer \$2.00</p> <p>Coffee \$1.25</p> <p>VAT AND SERVICE CHARGE INCLUDED</p>
<p><b>Waiter: Role card</b></p> <p>Take the customers' orders. Remember:</p> <ul style="list-style-type: none"> <li>• There are a lot of chicken wings and lamb chops, so recommend them!</li> <li>• There's only enough salmon for one person.</li> <li>• There's only one piece of chocolate cake.</li> <li>• There's no white wine left.</li> </ul> <p>Be polite! You aren't very good at mathematics. Make a small mistake in the bill.</p>	<p><b>Waiter: Role card</b></p> <p>Take the customers' orders. Remember:</p> <ul style="list-style-type: none"> <li>• There are a lot of chicken wings and lamb chops, so recommend them!</li> <li>• There's only enough salmon for one person.</li> <li>• There's only one piece of chocolate cake.</li> <li>• There's no white wine left.</li> </ul> <p>Be polite! You aren't very good at mathematics. Make a small mistake in the bill.</p>

Retrieved from <http://www.teach-this.com/resources/food-drink>

## Homework Assignment

*1. Do you like eating at the restaurants?*

*2. What kind of restaurants do you prefer?*

*3 Do you think that we eat better now than we did in the past? Explain your answer.*

*Do you think that we mostly eat fast food? What are the advantages and disadvantages of fast food?*

## **APPENDIX E**

### **Lesson Plan 5**

#### **Airport Transfers**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

**By the end of the course students should be able to**

- Use the specific vocabulary and phrases from the videos they watch
- Analyze and discuss the main parts of the topic
- Practice listening and using visual clues for getting specific information
- Practice reading for general information

<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Activities and Interaction</b>	<b>Purpos e of the Activities</b>	
1. Warm up	5 min	<ul style="list-style-type: none"> <li>• T greets Ss</li> <li>• T asks Ss whether all of them have done their homework</li> </ul>	T – S	<p>To announce the start of the lesson</p> <p>To make sure Ss have done homework</p>
2. Pre- Listening activity	5 min.	<ul style="list-style-type: none"> <li>• T asks some questions about airports (1. Have you ever been at the airports? 2. What airports are the best airports in the world? 3. Did you have any kind of difficulties with the airport staff ?)</li> </ul>	T-S	To make sure Ss are ready to watch videos and understand the conversations
3. Video Watching	3 0 min.	<ul style="list-style-type: none"> <li>• Ss watch videos about airport phrases and conversations.</li> <li>• T asks them to take notes while watching the videos (See Appendix 1)</li> </ul>	T- S	To practice Ss listening skills
4. Vocabulary	1 0 min	<ul style="list-style-type: none"> <li>• T gives Ss handouts</li> <li>• There are new words with definitions</li> <li>• T splits Ss into groups of them and assigns them to guess the definition of the words, the numbers are mixed, they should guess and find the right definition of the words</li> <li>• After doing the assignment Ss check with T and see how many words they could guess and learnt from them. (See Appendix 2)</li> </ul>	T – S Ss – Ss	<p>To enrich students vocabulary mainly related words connected with the airport</p> <p>To practice their guessing strategy</p>
5. Break	1 0 min			
6. Jigsaw activity	2 0 min	<ul style="list-style-type: none"> <li>• T splits Ss into groups of three</li> <li>• T gives to each group different reading text</li> <li>• T assigns to each groups to read their text</li> <li>• After reading the text T mixes the group members so that each group members have different topics</li> <li>• They should tell each other what they read, while telling the text one of them should</li> </ul>	T – Ss Ss - Ss	<p>To activate Ss schemata</p> <p>To make Ss more collaborative</p> <p>To improve Ss speaking skills</p>

		<p>record to the speakers.</p> <ul style="list-style-type: none"> <li>After the end of the activity T asks students to send their recordings to her mail and she would check their job.</li> </ul> <p>(See Appendix 3)</p>		
7. Puzzle At the Airport	1 0 min	<ul style="list-style-type: none"> <li>T splits Ss into groups of 2 and asks them to complete the puzzle</li> <li>After completing the puzzle Ss check with T.</li> </ul> <p>(See Appendix 4)</p>	T – Ss Ss-T	<p>To make sure students understood the words</p> <p>T enrich Ss vocabulary</p>
8. Role Play “At the airport”	1 5 min.	<ul style="list-style-type: none"> <li>T splits Ss into groups of three and assigns them to make a dialogue</li> <li>They should imagine that they are at the airport and should act out</li> <li>One student should be flight attendant, the other security, the other tourist and so on.</li> </ul>	T – Ss	<p>To develop students fluency and speaking activity</p> <p>To make sure students can work together and make groups</p>
9. Homework assignment	5 min	<ul style="list-style-type: none"> <li>T asks Ss to try to combine information they got from the reading and from the documentary film at home</li> <li>T tells Ss she will send all the materials to them by e-mail.</li> </ul>	T – Ss	<p>To try to see how Ss can synthesize information from different sources</p> <p>To try to see how ready Ss are for writing reflections</p>

## Appendix 1

### Links

Learn English - Travel Vocabulary

<http://www.youtube.com/watch?v=A-63Yawo0zI>

At the airport - Speaking English at the airport

<http://www.youtube.com/watch?v=t5LuqJJVhaE>

## Appendix 2

### At the airport (vocabulary)

1. Go through security
2. Check your bags

- 3. Carry on**
- 4. Stand by**
- 5. Take off**
- 6. To board**
- 7. Airfare**
- 8. Boarding pass**
- 9. Layover**
- 10. Jet lag**
- 11. Motion sickness**
- 12. Cruising Altitude**
- 13. Turbulence**

#### **Definition of the words**

1. This is the hour that the plane leaves the airport.
2. To get on to the plane. The act of entering the plane at the designated time.
3. A pass or document that lets the passenger enter the plane.
4. The tired feeling one gets after traveling for many hours through different time zones.
5. When you take a flight to one location to catch another plane to go to your desired location.
6. Most airlines will let a passenger with a ticket for a different flight get on the desired flight if there is room. This person has to wait until right before the flight takes off. If there is an extra seat he can travel on this plane. If all the seats are taken he has to wait for the next flight
7. When there is a lot of wind or there is a storm in the area that you are flying through the plane will bounce around a bit.
8. To leave your larger bags with the airport staff before getting on the plane. These will be put below the plane since they don't fit in the passenger area
9. To feel sick from the movements of the plane.
10. A small bag that you will take on the plane with you is considered a "carry on."

11. This is how high the plane is in the air for the majority of the trip. After taking off the pilot guides the plane up until he feels a certain altitude will be the best for safe travel.

12. The price paid to travel on a plane.

13. To pass through the security area before being allowed to enter the airport.

Adapted from: <http://drewseslfluencylessons.com/2-advanced/airport>

### **Appendix 3**

Jigsaw activity

### **SUSTAINABLE TOURISM**

The real cost (Group A)

Despite continuing economic problems worldwide, the tourism industry is going strong. Developing countries are becoming popular destinations. Tourism products must be sustainable and generate work for locals in order to serve inclusive development.

According to the latest annual report by the World Travel & Tourism Council (WTTC), tourism's contribution grew by 3.2 % in 2012. This was higher than the entire world economy's rate of growth. Especially in developing countries, tourism is no longer a mere niche product. In 2012, Latin America, Asia, and sub-Saharan Africa were among the fastest devolving destination markets, as the WTTC reports.

In absolute figures, Africa only plays a minor role in international tourism, but the contribution of tourism to the African economies is significant. This applies especially to South Africa, as Simba Mandinyenya from the Regional Tourism Organization for Southern Africa (RETOSA) recently said at a symposium held by the Global Partnership for Sustainable Tourism (GPST) in Bonn.

In his view, it is a great challenge for Southern Africa to close the considerable gap between South Africa and its neighboring countries. He appeals to Southern African decision makers to specifically turn their attention towards stepping up cross-border tourism. Mandinyenya argues that Southern African tourism should promote “growth with a focus on rural development, women, youths and the environment.”

Mass tourism in particular has been blamed for exploiting poor people and endangering biodiversity due to inefficient use of resources. According to Arab Hoballah from the United Nations Environment Programme (UNEP), the tourism industry must play a key role in green growth. In many holiday destinations, climate change is threatening the area’s potential for tourism. Tourism products must be environmentally sustainable, and provide long-term livelihoods to the local population, Hoballah says: “We need to discover how tourism can transform from being a problem to serving solutions.”

Susanne Dorasil from the German Federal Ministry for Economic Cooperation and Development (BMZ) agrees that tourism must be a major driver of an inclusive green economy. To make that happen, she wants to see more capacity building for local people in developing countries. On the other hand, she points out that the tourists are responsible for their ecological footprints.

## **Trend towards green travel**

Recently, a market trend towards more sustainable tourism can be observed. According to Jenny Rushmore from the online travel service Trip Advisor, 71 % of travelers want to go on a “green” trip, but only less than 15 % actually stay in a place which is managed in an environmentally conscious way. “Travelers are interested, but confused,” Rushmore explains. Hotels fail to communicate their green efforts to guests, she bemoans.

Compared with other economic sectors, tourism is quite labour- and capital-intensive. In developing countries, the travel industry constitutes the second most important source of foreign-exchange revenues after commodity exports. Nevertheless, salaries and working conditions tend to be poor. Wolfgang Weinz from the International Labour Organisation (ILO) cautions against the “green washing” of alleged ecotourism products: “Sustainable and inclusive tourism is nothing without good working conditions.” So far, a considerable amount of jobs in the supposed “ecotourism” sector are informal and offer no social protection, he complains.

Sutsan Suttipisan from the Thai Ministry of Tourism and Sport says that tourism should serve as a



means to bridge social inequality. “We do not know the real cost of tourism,” he argues, “because we are not able to calculate the environmental or the social cost.”

Floreana Miesen

Adapted from: <http://www.dandc.eu/en/article/tourism-benefits-many-developing-countries-not-necessarily-poor-and-environment>

### **The Economic Importance of Travel and Tourism One of the World's Fastest Growing Sectors**

**(Group B)**

The travel and tourism (T&T) industry is the bread and butter and among the most important revenue sectors worldwide, but most of all for developing countries.

"Indeed, Travel & Tourism remains a critical economic sector worldwide, with the potential to provide economic growth and development internationally," explained the World Economic Forum (WEF) in its recent "Travel & Tourism Competitiveness Report 2011."

The T&T sector provides foreign currency earnings and jobs, especially in areas that have little or no industrial growth. A downturn in the T&T sector leads to an economic domino effect not just in a given country and the T&T industry but also worldwide, because of the many indirect and direct support functions.

"Travel & Tourism creates jobs, generates exports, and stimulates investment. At a time of post-crisis global recovery, the industry is in a unique position to power sustainable growth around the globe, whether in mature economies emerging from recession or young emerging markets in the throes of rapid development," said David Scowsill, president and CEO of the World Travel & Tourism Council (WTTC) in a March press release.

Worldwide, the T&T sector is predicted to employ 99 million people, about 3.4 percent of the world's total employment by the end of 2011. By 2021, it is forecasted that the employment numbers will reach around 120 million, according to WTTC.

In 2011, the above employment figures will increase to more than 259 million, rising by 2.3 percent when including employment figures of indirect support positions. Estimated direct and indirect employment numbers will reach 324 million by 2021.

In the United States alone, earnings by the T&T industry are expected to reach \$1.2 billion in 2011, and increase to \$1.8 billion by 2021. In the United States, investors will pump \$652 billion into the industry in 2011, which is around 4.5 percent of total U.S. investment, and by 2021, investment will reach \$1.5 billion.

"While economic growth going forward faces many challenges, the Travel & Tourism industry is still expected to be one of the world's fastest growing sectors," predicted the World Travel & Tourism Council in a March press release.

### **Ranking the World's T&T Sectors**

In the overall rankings of a total of 139 countries, Switzerland ranked first, followed by Germany, France, Austria, and Sweden, with the United States in sixth place. The United States and Sweden improved from a ranking of eight and seven in 2009, respectively.

The lowest rankings were received by Chad (139), Angola (138) and Burundi (137). Angola has been included into the rankings for the first time in 2010.

Germany has made tremendous strides, moving up another step to the No. 2 position, while Austria, that held the second position in 2009, received a ranking of four. Germany received a pat on the back for having the most resourceful industry sector and well-developed transportation.

Canada ranked fifth in 2009, but dropped to the ninth place in the 2011 Index. India moved six points down from its 62 ranking in 2009. Even Brazil lost its ranking of 45, down to 52. However, without extensive research, the report is not quite clear as to why these countries suddenly slipped in their rankings. The report identifies mostly the positive characteristics.

### **Aggressive Marketing Campaign Saves Tourism**

Not only the financial meltdown, but also man-made events, such as the Gulf Coast disaster, or natural disasters, including earthquakes, floods, and volcano eruptions, played havoc with the travel industry over the past few years.

In April 2010, the volcanic eruption in Iceland resulted in one-fifth of tourist cancellations in April alone, according to a Tourism-Review.com report on "Natural Disasters: Real Force Majeure for Tourists," (force majeure is French for superior force).

Iceland's industries reacted immediately, including the Ministry of Tourism, with a large-scale marketing campaign between mid-May and mid-June of last year. The price tag was \$6 million. The country used all available media and social networking websites, including Twitter and Facebook.

The country's aggressive marketing campaign was so effective that for the entire year travel statistics suggest a small loss, less than 1 percent of all inbound tourists.

Adapted from: <http://www.theepochtimes.com/n2/business/the-economic-importance-of-travel-and-tourism-53573.html>

**The benefits and problems that tourism can bring to developing countries. (Group C)**

Tourism seems to be very attractive for both tourists and hosts. Tourists spend a great time in an exotic place with reasonable costs, and the hosts earn so much money. However, tourism also has a lot of negative aspects which have to be solved. What should and can we do with tourism to enjoy the leisure time and to make tourism an industry which makes a profit for developing countries? Tourism is a huge industry which is larger than the arms trade<sup>1</sup> and in the present situation the profit is definitely considered as the first priority. Most tourists come from North America, Western Europe, Japan, Australia and New Zealand, that is, economically developed countries.<sup>2</sup> And tourists usually want to spend their time comfortably without any effort of arrangement or negotiation. Travel agents help them a lot with their prepared packages. Tourists are unintentionally becoming victims to the structure of tourism industry.<sup>3</sup> Many of them come back from their vacation without any experience in that country. They just spend the same life in a different place. This essay begins with the analysis of problems of tourism. This is then followed by the benefits of tourism which can bring a promising future to developing countries. The third section deals with the way to solve the problems and suggestions to make tourism better for both tourists and developing countries. The final section concludes the essay and comments on the importance of tourism.

The problems of tourism occur mainly because a great part of world tourism is controlled by the tourists' side, that is, the transnational companies based in economically developed countries.

The relationship between those companies and the host countries are not equal. The poor countries are always defeated by short-term perspectives, or their hunger for money. As a result, the governments of developing countries tend to "keep quiet" about the disadvantages of tourism. For example, resort hotels are usually built on the villages or fishing places where local people are living. Local people should be consulted in advance but are often ignored<sup>4</sup>, because local officials are often bribed to say that no one objected. They are forced to move out to slums and they lose their jobs. In resort hotels, tourists spend, or waste, too much water and electricity and this may cause a shortage of natural resources for local people and the pollution of the natural environment. The consumption of tourists not only results in increasing the income of the local population but also causes higher prices.

However, tourism has a lot of positive aspects for developing countries. It is a "promising industry" and a "passport to development" for those countries. It is true that tourism changes the local life and some people have to suffer from the change. However considering the benefits of

tourism and making use of the benefits fully, governments of developing countries are able to help the people.

Social infrastructure is highly improved by tourism. It brings airports, better roads, hotels, transport, and power supplies which directly relate to development. There are more jobs in tourism including waiters and waitresses, vendors of souvenirs, tour guides and so on. The original arts and crafts become more streamlined to entertain tourists, but on the other hand there are more tourist demands for the preservation of their original culture and wildlife as a valuable commodity. More and more people are becoming familiar with the local culture and know the advantages and problems of that culture. Developing the tourist industry is a good way for the local culture to be preserved and to survive.

The problems for the local people will not be solved by the present way of tourism. To reduce those problems, the local governments should have a strong strategy to make the area better, and tourists should change their holiday style and understand more about the place they go.

Concrete actions and an iron political will could change the existing pattern. First, the local governments must take care of the local people as a first priority. They must watch what is happening in their area and help the people to protect their life. When they have victims because of their developments, governments have to help to find the place and the way to live. Second, the local governments must ask transnational companies to help development in that area. Transnational companies have to develop the whole area as well as the resort area and give the local people more jobs, more facilities and a more convenient lifestyle. Third, the local governments can ask the transnational companies to return their profit to the local people. It will be useful to protect the culture, life and environment and this also results in benefits for the tourists.

Fourth, the local governments can even impose a tourist tax and ask every visitor to pay a few pounds extra. If it is clear for the tourists what the money is for, they will be willing to pay for it because they regard airport taxes and other fees as necessary expenditure. And last, tourists also have to change their way of thinking. They should realize that present tourism competes for local resources. In order to know the reality of their destination, they need to learn their culture, history, political and economical situation. They should avoid travelling in big tour groups and try to stay longer in one place so that they can understand local life more, eat their local food, use local transport and have more contact with local people. Tourists should try to have different experiences from their normal life.

The problems will be very clearly seen if all the suggestions above can be carried out. Tourists and the transnational companies will be more interested in the local problems. And through communication with local people, tourists will be more familiar with the people, the area and the culture. This means they can enjoy themselves more on holiday.

Tourism is in a time of transition. It is too streamlined and standardized because of the profit-first strategy of transnational tourist companies and the short-term outlook of the local

governments. However, tourists should reconsider the objective of their holidays and have knowledge about the place they are visiting. As a result, the values among tourists will change. They would find out what to do and begin to reject mass tourism. The governments' actions on tourism and strong plans of development should enable tourism to help to develop these countries. In conclusion, tourism is very attractive for both tourists and developing countries. It enables tourists to have exotic and nice experiences on holidays and developing countries to have a chance to be prosperous.

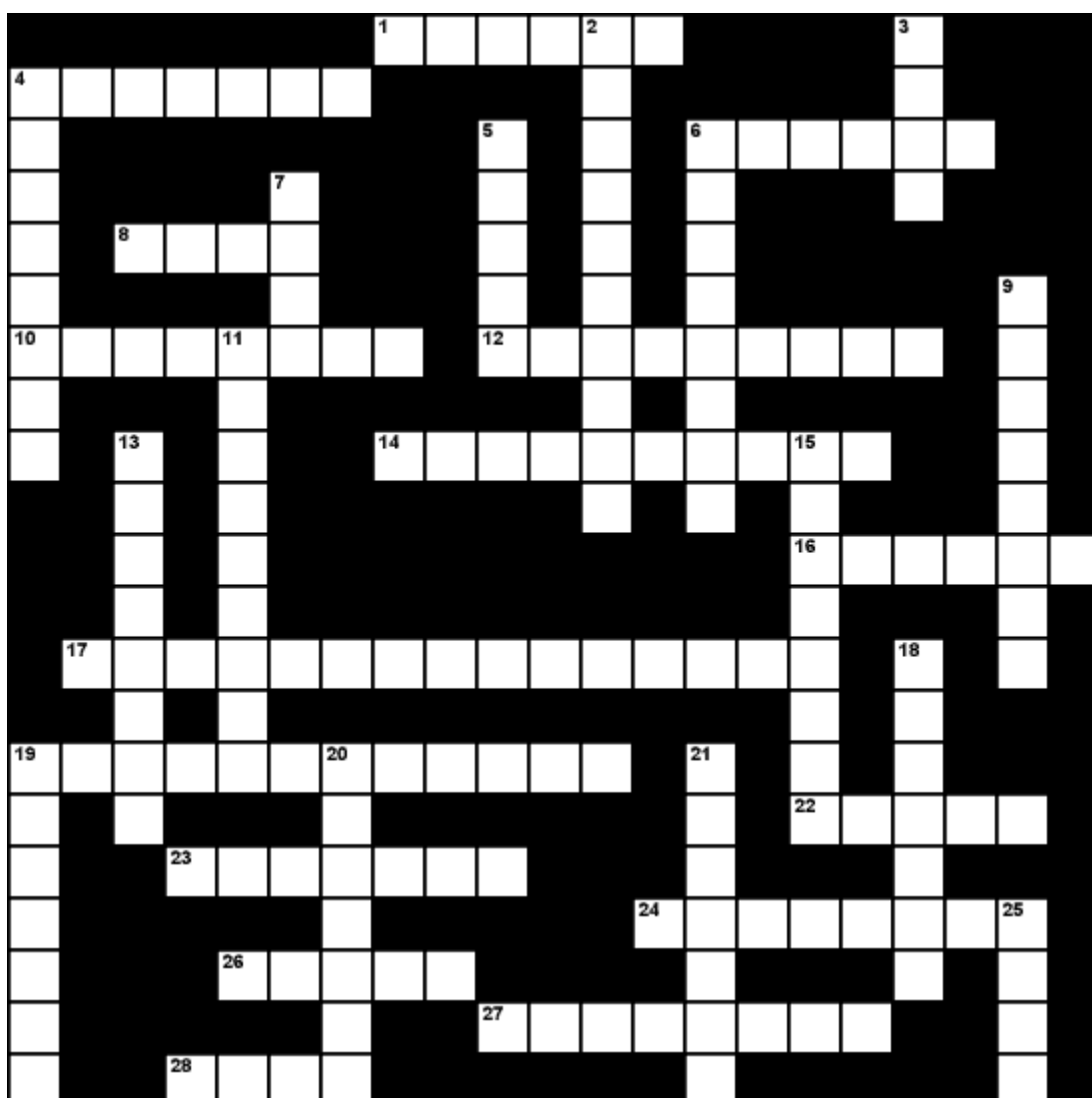
Adapted from: <http://beemanet.com/2003/peace/column/tourism.html>

## Appendix 4

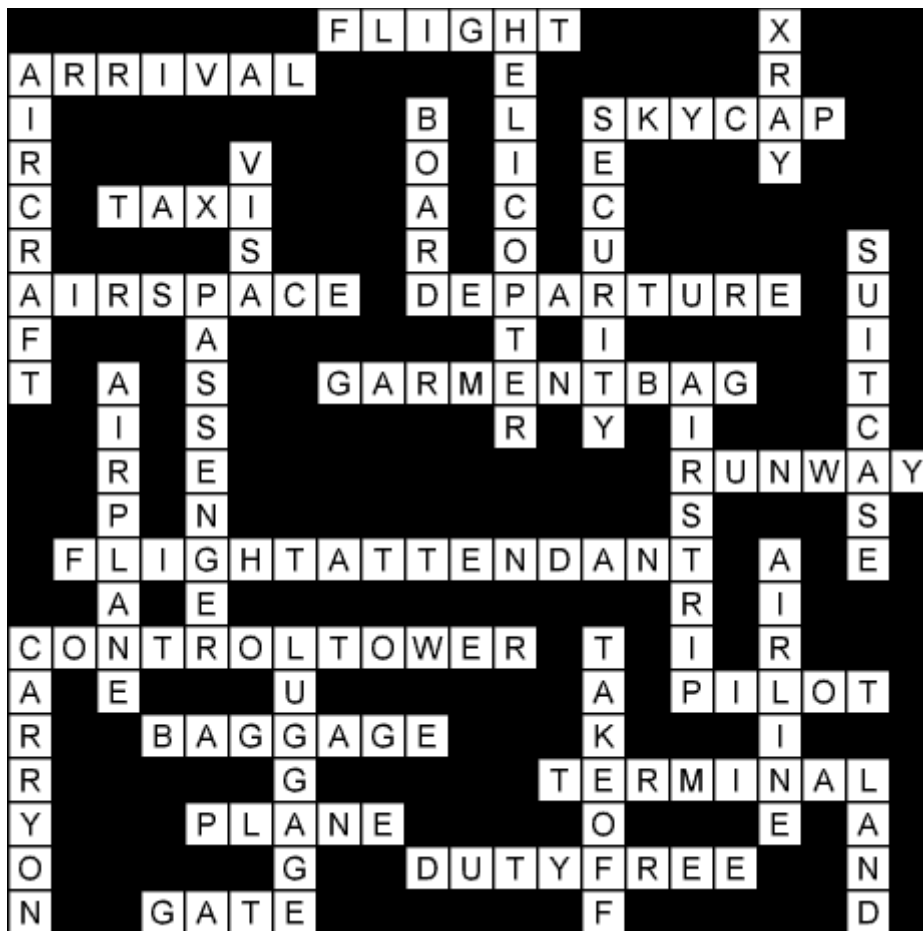
### Puzzle (At the Airport)

Across	Down		
1 a trip by air	2 an aircraft with one or two motorized blades on its top	other clothes when traveling	19 describing a bag that is carried on an airplane, bus, etc., instead of being stored in the luggage compartment
4 the coming to a place, appearance	3 a type of strong light that passes through the body and makes a picture of bones and other body parts	11 a person (other than the driver) who rides in a bus, boat, car, taxi, etc., esp. one not steering it	20 suitcases and bags used to carry clothing while traveling
6 a person who works at an airport, carrying luggage	4 an airplane, glider, or other flight vehicle	13 a machine for flying passengers or goods	21 a rise or ascent, as of an aircraft from the runway
8 a taxicab or cab	5 to enter a ship, train, etc.	15 a small path or field for planes to take off and land	25 to reach land
10 the sky above a country	6 people who help keep buildings and other areas safe, guards	18 a business that carries passengers and cargo by airplane	
12 an act of departing, a leaving	7 a foreign travel authorization		
14 a thin luggage bag with a zipper used to carry suits and dresses	9 a flat, sturdy box with a top and bottom, usu. attached by hinges on one side and held closed by latches, and with a handle for carrying; made to carry suits and		
16 place where airplanes take off and land			
17 a person who serves passengers on a plane and is responsible for their safety			
19 the building in an airport where air traffic is routed in and out of the airport			
22 a person who flies an aircraft			
23 bags, suitcases, etc. used to carry clothing and other goods while			

traveling	
24 a station, depot (rail, bus, airline)	
26 an airplane	
27 not requiring payment of duty fees	
28 entrance or exit, usu. at an airport	



Answer key



Retrieved from: [http://nhd.heinle.com/crosswords/airport\\_print.html?&session-id=1ae474bd5d40899f2cd359c93e7081da](http://nhd.heinle.com/crosswords/airport_print.html?&session-id=1ae474bd5d40899f2cd359c93e7081da)

## **APPENDIX F**

### **Lesson Plan 6**

#### **Mid-Term Test**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

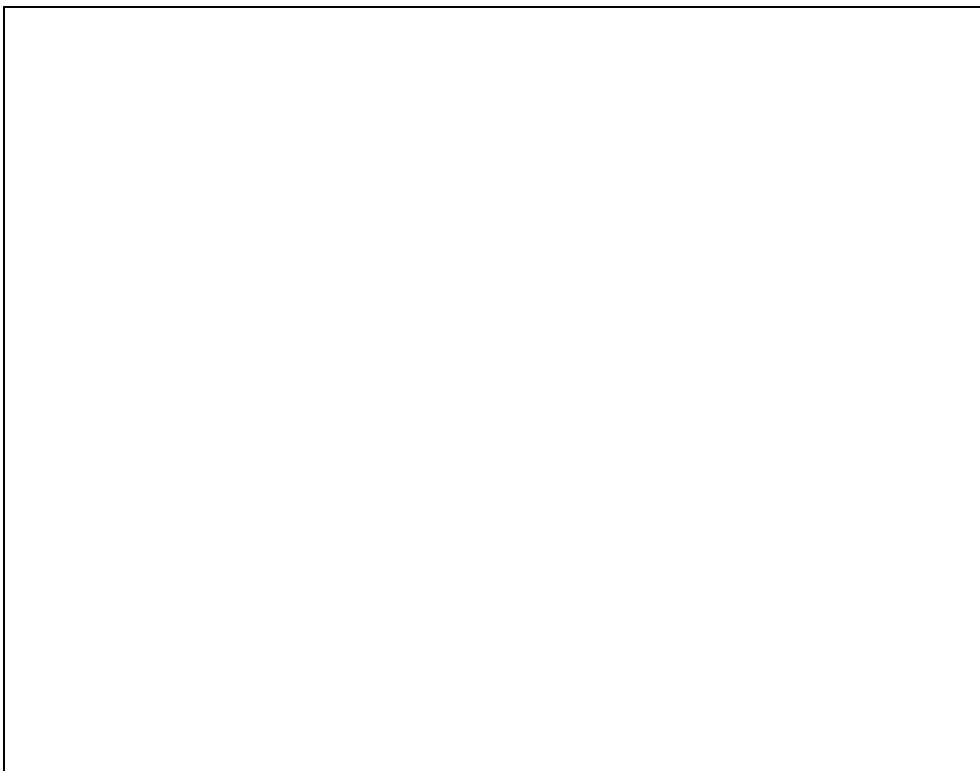
**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

Skills to be emphasized: reading, listening and writing





## **Specifications**

### **Test description**

The test is developed for intermediate/ high intermediate students. The age of the students varies from 12-16 years old. The class meets once a week for an hour a day. The number of the students/test takers is 10. Materials are used by teacher.

### **Test purpose**

The test is an achievement test. The purpose of this test is to test and assess the learners' skills and abilities in reading, listening and writing based on the course objectives. These sections will

provide detailed information about their knowledge. The test is based on the topics covered in five weeks.

Week one- Introduction to Tourism

Week two- Hospitality

Week three- Hotels

Week four- Restaurants and Food

Week Five- At the Airport

### **The Sections of the test**

There are 3 sections included in this test with the following time limits for each section:

Reading Section – 20 minutes

Listening Section – 10 minutes

Writing Section – 30 minutes

#### **1. Reading Section ( 20 minutes, 20 points)**

The reading Section tests the students' comprehension of the text by factual information questions.

items:

The students are given a test about one of the popular hotel. The students will be given a text about “**Explora Patagonia Lodge**”. They will be able to find necessary information through scanning and skimming. The students are supposed to scan the text and choose the correct answer from true/false answers. Second question of the text students have five questions and they should answer based on the reading.

For this section students will be given 20 minutes to complete the task. This section is scored objectively and the answers will be compared with the established answer keys. The maximum point for the 1<sup>st</sup> task in this section is 10(the weight of each item is 2 points ),and for the 2<sup>nd</sup> task the maximum point is also 10(the weight of each item is 2points ).

#### **1. Listening Section (10 minutes, 10points)**

The Listening section consists of a listening passage – a short conversation among tourist and a woman. The duration of the listening is 3 minutes 30 seconds. The students are supposed to listen to the passage twice, first time they listen to the conversation and take notes and second time they start fill in the gaps with appropriate prepositions. The task will be scored objectively. The students will have 10 minutes for the completion of this section. There are 10 items in this section and maximum point is 10 ( each item weights 0.5 points)

#### 4 Writing (30 minutes , 30points)

The writing section includes two tasks. First task is to find definitions of tourists and they should match them and find the right answer. For that task they will get 10 points (each item weights 1 point)

Second task is writing essay based on the topics the students covered in five weeks. In this section the students are to write an essay of 150-200 words. This task will test the students' vocabulary, accuracy, appropriacy. The students will get 20 points for the essay. This task will be graded according to the grading rubric..The writing section is to be completed in 30 minutes.

<b>Grading Scale</b>	
<b>Total Score 60</b>	
Reading	0
Listening	0
Writing	0

#### Tourism Midterm Test

First name \_\_\_\_\_ Last name \_\_\_\_\_

1. Read the following text about **“Explora Patagonia Lodge”**. Answer the questions below(20 points)

**How to get there:**

Upon arrival at the airport in Santiago, Chile, take a connecting flight to the city of Punta Arenas which lasts around four hours. At the airport in Punta Arenas, our staff will be waiting for you and will drive you in our comfortable minibus to Hotel Salto Chico where you can relax or go on an exciting Patagonia adventure tour.

The minibus journey is just under four and a half hours: The journey from Punta Arenas to Llanuras de Diana, along 200 kilometers (124 miles) of paved road takes two and a quarter hours. From there, the 190 kilometers (118 miles) to Torres del Paine National Park takes two hours and 20 minutes.

**Rooms:**

Our lodge has 50 comfortable rooms, all with captivating views, silence and privacy. The sophisticated design incorporates native long wood and cypress brought from the Guaitecas Archipelago, while the floor is made of almond wood. Each room has a small living area, hydro massage bath and beds designed for deep, pleasurable sleep after a day of exploration. Finally, we provide you with a unique treat: the rooms are television-free.

**Food:**

Luxury of the essential is the concept behind the food we prepare. We seek to enhance the original flavors of selected ingredients, avoiding excess and alteration. Our cuisine offers authentic flavors based on the best-quality ingredients, many of which are produced locally. The food is healthy and well-balanced, ideal for people going trekking, horseback riding or on other explorations while staying with us at our Patagonia luxury hotel. Our menus include some of the best local dishes, such as Magellanic lamb, southern king crab and delicious fish and vegetables.

**Special Programmes include:**

- Transfers between local airport and your exploration destination.
- Accommodations.
- Full board. 3 Meals per day. Bar.
- Daily explorations with bilingual guides and equipment; boats, horses, vehicles and bicycles (max group size: 10 explorers per guide).
- Special rates for youngsters (up to 15 years old) accompanying their parents are subject to availability based in double, triple or quadruple occupancy.
- Additional bed for children (4 to 12 years old) sharing their parent's room. Maximum one extra bed per room.

**1.1 Answer if these statements are TRUE or FALSE.**

- \_\_\_\_\_ Punta Arenas is 118 miles far from Torres del Paine.
- \_\_\_\_\_ Lenga and cypress are regional species.
- \_\_\_\_\_ The hotel has explorations every day.
- \_\_\_\_\_ Every room has a television.
- \_\_\_\_\_ Parents with two or three children can have 2 or 3 additional beds in their room.

**1. Answer these questions**

**1.** How long does it take to get from Punta Arenas to Llanuras de Diana?

\_\_\_\_\_

**1.** What are the characteristics of the rooms in this hotel? Write at least two characteristics.

\_\_\_\_\_

**1.** How is the food served in the hotel restaurant?

\_\_\_\_\_

**1.** What facilities does the hotel have for children?

\_\_\_\_\_

**1.** What is the maximum number of people for any exploration group?

\_\_\_\_\_

**1. Listen to the conversation and fill in the gaps. (10 points)**

**Tourist:** Excuse me. Do you speak English?

**Woman:** Yes, of course. Can I help you?

**Tourist:** Yes, we've just \_\_\_\_\_ holiday here. Have you got \_\_\_\_\_ of the town?

**Woman:** Yes. Here you are. The \_\_\_\_\_ is just here. I'll mark it with a \_\_\_\_\_. If you walk down this street here, you \_\_\_\_\_ beach. It's about \_\_\_\_\_ minutes.

**Tourist:** Thank you. Where is the \_\_\_\_\_ of the town?

**Woman:** Over here. You can see lots of \_\_\_\_\_ streets, and there's the church.

**Tourist:** How long would it take \_\_\_\_\_ there?

**Woman:** About 10 or 15 minutes. The easiest way from here is to turn left and go \_\_\_\_\_ the road until you reach the bus station, and then \_\_\_\_\_.

**Tourist:** Is there a train station as well as a bus station?

**Woman:** Yes. The train station is here \_\_\_\_\_ of the town. I'll just get you some \_\_\_\_\_. Here you have a train timetable, and one for the buses.

**Tourist:** Thank you very much. Do you have any information about \_\_\_\_\_ in the area?

**Woman:** Yes, of course. Over there we've got \_\_\_\_\_ about local attractions. And this free \_\_\_\_\_ here tells you what's on this month. It has information about concerts, festivals, children's events etc.

**Tourist:** That looks very \_\_\_\_\_, thank you.

**Woman:** There are also several \_\_\_\_\_ you can take from here. There's a walking tour of the old town. It takes a couple of hours and is very interesting. And then there are \_\_\_\_\_. There is one which takes you round the castles in the area. I don't know if you know that this region is famous for its castles.

**Tourist:** No, I didn't. Would we need \_\_\_\_\_ in advance?

**Woman:** Yes, for the \_\_\_\_\_ you need to book at least a day in advance, and you can do that from here. For the walking tour you just turn up outside this office at ten o'clock in the morning on Tuesday or Thursday.

**Tourist:** Right well, thank you very much you have been most helpful.

**Woman:** Not at all. I hope you enjoy your \_\_\_\_\_ here and if you need to know anything else, feel free to ask.

### 1. Find the right definition of tourists (10 points)

<b>1.Incentive tourists:</b>	a. They travel throughout the world in search of destinations not affected by pollution or much human intervention.
<b>2. Health or medical tourist</b>	b. Tourists want to rejuvenate and revitalize with comfort, while enjoying a break from mundane routine of life.
<b>3. Business tourist:</b>	c. These types of tourists travel to experience the essence of assorted cultures,
<b>4. Education tourists:</b>	d. Such tourists are those few lucky individuals, who get a holiday package as a reward from his company, for good work or achieving targets, set by the company
<b>5. Adventure</b>	e. Those tourists seek special treatment, which is only possible away from

<b>tourists</b>	home, make trips to other places
<b>6. Cultural tourist:</b>	f. Such kind of tourists look for some unusual or bizarre experience
<b>7. Eco-tourists</b>	g. Tourist travel to sites of religious significance
<b>8. Leisure tourist:</b>	h. Tourists traveling to a particular place in another town, city or country for further study in order to improve his or her knowledge
<b>9. Religious tourist:</b>	i. Tourist traveling with relation to business

**1. Describe your favorite city. What kind of tourism attraction does that city have? What type of tourism is developed in that country? (150-200 words) (20points)**

**Answer keys**

**Reading section**

**Task 1**

- 1. T**
- 2. T**
- 3. F**
- 4. T**
- 5. F**

**Task 2**

1. It takes two and quarter hours
2. There are 50 rooms. Each room has a small living area, comfortable beds and television
3. The food is served three times per day
4. Special rates and an extra bed in the room
5. Ten explorers per guide

### Listening script

**Tourist:** Excuse me. Do you speak English?

**Woman:** Yes, of course. Can I help you?

**Tourist:** Yes, we've just **arrived on** holiday here. Have you got a **map** of the town?

**Woman:** Yes. Here you are. The **tourist office** is just here. I'll mark it with **across**. If you walk down this street here, you **get to the** beach. It's about **5** minutes.

**Tourist:** Thank you. Where is the **old park** of the town?

**Woman:** Over here. You can see lots of **narrow winding** streets, and there's the church.

**Tourist:** How long would it take **to walk** there?

**Woman:** About 10 or 15 minutes. The easiest way from here is to turn left and go **straight along** the road until you reach the bus station, and then **turn right**.

**Tourist:** Is there a train station as well as a bus station?

**Woman:** Yes. The train station is here **on the edge** of the town. I'll just get you some **timetables**. Here you have a train timetable, and one for the buses.

**Tourist:** Thank you very much. Do you have any information about **things to do** in the area?



**Woman:** Yes, of course. Over there we've got **lifelets** about local attractions. And this free **guide** here tells you what's on this month. It has information about concerts, festivals, children's events etc.

**Tourist:** That looks very **useful**, thank you.

**Woman:** There are also several **guided tours** can take from here. There's a walking tour of the old town. It takes a couple of hours and is very interesting. And then there are **coach tours**. There is one which takes you round the castles in the area. I don't know if you know that this region is famous for its castles.

**Tourist:** No, I didn't. Would we need **a book** in advance?

**Woman:** Yes, for the **coach tour** you need to book at least a day in advance, and you can d that from here. For the walking tour you just turn up outside this office at ten o'clock in the morning on Tuesday or Thursday.

**Tourist:** Right well, thank you very much you have been most helpful.

**Woman:** Not at all. I hope you enjoy your **stay** here and if you need to know anything else, feel free to ask.

## Writing Section

### Analytical Grading Rubric

#### *1. Relevance and adequacy of content*

0 The answer bears almost no relation to the task set. Totally inadequate answer.

1 Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.

2 For the most part answers the tasks set, though there may be some gaps or redundant information

3 Relevant and adequate answer to the task set

#### *1. Compositional organization*

0 No apparent organization of content

- 1** Very little organization of content. Underlying structure not sufficiently apparent
- 2** Some organizational skills in evidence, but not adequately controlled.
- 3** Overall shape and internal pattern clear. Organizational skills adequately controlled

### **1. Cohesion**

**0** Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.

**1** Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication

**2** For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.

**3** Satisfactory use of cohesion resulting in effective communication.

### **1. Adequacy of vocabulary for purpose**

**0** Vocabulary inadequate even for the most basic parts of the intended communication.

**1** Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.

**2** Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.

**3** Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

### **1. Grammar of vocabulary for purpose**

**0** Almost all grammatical patterns inaccurate.

**1** Frequent grammatical inaccuracies

**2** Some grammatical inaccuracies

**3** Almost no grammatical inaccuracies

\*Adapted from C.J.Weir (1993)

Reading section

Explora Patagonia Lodge

Retrieved from : <http://www.explora.com/explora-patagonia/hotel-salto-chico/>

Listening section

Retrieved from [http://www.learnenglish.org.uk/CET/cet\\_profs/tourism6\\_3gaptype.htm](http://www.learnenglish.org.uk/CET/cet_profs/tourism6_3gaptype.htm)

## **APPENDIX G**

### **Lesson Plan 7**

#### **Shopping and stores**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

#### **By the end of the course students should be able to**

- Apply new phrases and vocabulary about shopping
- Identify the unfamiliar words from listening activity
- Analyze the videos and discuss them

Stages/ Procedure	Time	Activities and Interaction	Purpose of the Activities	
1. Warm up	5 min	<ul style="list-style-type: none"> <li>T greets Ss</li> <li>T asks Ss whether all of them have done their homework</li> </ul>	T – Ss	<p>To announce the start of the lesson</p> <p>To make sure Ss have done homework</p>
2. Pre- Listening activity	5 min.	<ul style="list-style-type: none"> <li>T shows different pictures with the help of computer and asks students to describe them</li> </ul> <p>(See Appendix 1)</p>	T-Ss Ss -T	<p>To make sure Ss are ready for new lesson</p> <p>To prepare Ss to watch the videos</p>
3. Video Watching	20 min.	<ul style="list-style-type: none"> <li>Ss watch the videos and take notes</li> <li>After video watching T asks them questions if they understood the conversation and took notes</li> <li>T reminds them that their notes would be helpful for the next coming activities</li> </ul> <p>(See Appendix 2)</p>	T- Ss	To practice Ss listening skills
4. Speaking	15 min	<ul style="list-style-type: none"> <li>T asks some questions to Ss and they start to discuss it together.</li> <li>The questions are: Do you think it's a good idea for shops to open seven days a week? Is it helpful for tourists? Can you think of any advantages and disadvantages of big shopping centers? Do you think town centers in your country are becoming more and more similar? Have you ever used the Internet to buy anything? How does the shopping helps to develop your country?</li> </ul>	T – Ss Ss – Ss	<p>To develop Ss speaking skills</p> <p>To develop Ss fluency and collaborative working and understanding each other</p>
5. Break	10 min			

6. Pre Reading activity	5 min	T asks questions to students whether they can buy nothing at all for 24 hours, how they can explain the idea Buy Nothing Day.	T – Ss Ss - Ss	To prepare Ss for next coming reading text
7. Reading “Buy Nothing Day “	10 min	<ul style="list-style-type: none"> <li>T splits Ss into groups of 2 and asks them to read the text and get information about the day</li> <li>After finishing the reading T asks them whether they understood about that special day, whether they want to have such kind of day in Armenia (See Appendix 3)</li> </ul>	T – Ss Ss-T	<p>To develop Ss reading skills</p> <p>To make sure Ss understood the topic</p>
8. Writing activity	25 min	<ul style="list-style-type: none"> <li>T gives Ss handouts and asks them to complete it</li> <li>Ss do it individually</li> <li>After finishing it, T splits Ss into groups of three and start checking them</li> <li>While checking the assignment T walks around to each group and see whether they are correcting their mistakes or not (See Appendix 4)</li> </ul>	T-Ss Ss-Ss T-Ss	<p>To develop Ss writing skills</p> <p>To make sure students can correct their mistakes and work individually or with groups</p>
8. Role Play	20 min.	<ul style="list-style-type: none"> <li>T splits Ss into groups of three and assigns them to make a dialogue</li> <li>They should imagine that they are at the airport and should act out</li> <li>One student should be shop assistant, the other tourist and they act it out using the vocabulary and phrases they learnt.</li> </ul>	T – Ss	<p>To develop students fluency and speaking activity</p> <p>To make sure students can work together and make groups</p>
9. Homework assignment	5 min	<ul style="list-style-type: none"> <li>T asks Ss to try to combine information they got from the reading and from the documentary film at home</li> <li>T tells Ss she will send all the materials to them by e-mail.</li> </ul>	T – Ss	<p>To try to see how Ss can synthesize information from different sources</p> <p>To try to see how ready Ss are for writing reflections</p>



## *Appendix 1*

### *Shopping pictures*

1.



2.





3.



4.



5.



## *Appendix 2*

### *Links*

At The Shoe shop

1. <http://www.youtube.com/watch?v=dny6EkT6ZAY>

Shopping for clothes - Speak English fluently at a clothes store

1. [http://www.youtube.com/watch?v=cOKde\\_7ZLUM](http://www.youtube.com/watch?v=cOKde_7ZLUM)

Buying at a supermarket

1. <http://www.youtube.com/watch?v=X9wbm0VRwbU>

## *Appendix 3*

### *Reading text*

#### **Buy Nothing Day**

Buy Nothing Day started in 1993 and is now an international event that takes place in more than 55 countries. It is a simple idea to challenge consumer culture and ask people to stop shopping for 24 hours.

Buy Nothing Day encourages people to think about what they buy and the possible effects the product may have on the environment and developing countries. For example, if you buy a new pair of trainers, do you know where they were made and if the people who made them are treated well by the company?

According to the organizers of Buy Nothing Day, shopping itself isn't harmful but what we buy can be. They claim that in the rich western countries 20% of the world population consumes 80% of the earth's natural resources. They want consumers to think more about what they buy and to ask themselves some questions before buying anything new. Here are some of the questions to put on your check list:

- Do I need it?
- How many do I already have?
- Will I use it a lot?
- Will it last a long time?
- Could I borrow it from a friend instead?
- Is it recyclable?

This year in the UK Buy Nothing Day is on Saturday November 27th. There will be some events in town centers to celebrate the event and to encourage shoppers to have a day off and buy absolutely nothing!

#### ***Appendix 4***

##### ***Writing activity***

Complete the text below with the words/expressions in the box.

on special offer	Crowded
refund	Fit
two for the price of one	Expensive
'I'm just looking'.	Department store
queues	Suit
size	'Can I help you Sir?'
sell	The sale

Shopping can be a nightmare when you want something special. Yesterday I went to a (1)..... to look for a birthday present for my girlfriend. However as soon as I was inside I started to panic. The shop was very big and (2)..... . Lots of people were waiting in (3) ..... to try on clothes or to pay. Every time I picked something up a shop assistant would ask, (4) ..... . At first I answered, 'No thanks, (5) ..... . But an hour later when I hadn't found anything I decided to ask for some advice. The first assistant tried to (6)..... me some lovely

slippers but I didn't know my girlfriend's (7) ..... . He said she could take them back and have a (8) ..... if they didn't (9) ..... but I decided to look around for something else. The second assistant showed me a jacket that was in (10) ..... but the color was wrong and I didn't think it would (11) ..... my girlfriend's red hair. Eventually I found some perfume (12)..... . It smelled nice and it looked (13)..... and when the assistant told me it was (14)..... I said. 'Perfect, I'll take it'. I was very pleased when I finally got out of the store. I'd bought something for my girlfriend's birthday ..... and my mum's

## **APPENDIX H**

### **Lesson Plan 8**

#### **Tourism in Armenia**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

**By the end of the course students should be able to**

- Identify the unfamiliar words from listening activity
- Analyze the video and discuss it
- Practice reading information
- Discuss the main points about the Armenian tourism

<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Activities and Interaction</b>	<b>Purpos e of the Activities</b>	
1. Warm up	3 min	<ul style="list-style-type: none"> <li>• T greets Ss</li> <li>• T asks Ss whether all of them have done their homework</li> <li>• T asks Ss how they spent their day</li> </ul>	T – S	<p>To announce the start of the lesson</p> <p>To make sure Ss have done homework</p>
2. Pre- Listening activity	7 min.	<ul style="list-style-type: none"> <li>• T asks different questions about Armenia, such as what do they know about their country in depth, what place would they suggest tourists to visit, what cathedrals and popular churches they know etc.</li> </ul>	T-Ss Ss -T	To prepare Ss to watch the videos
3. Video Watching	2 5 min.	<ul style="list-style-type: none"> <li>• Ss watch the video and take notes</li> <li>• After the video T splits Ss into groups of three and asks them to choose one sightseeing or church from the country and tell it</li> <li>• Ss make groups and start thinking of the topic</li> <li>• After preparation one member of each group shortly tells the others about the topic. (See Appendix 1)</li> </ul>	T- S Ss-Ss	<p>To practice Ss listening skills</p> <p>To activate Ss schemata</p>
4. Speaking Debate	1 5 min	<ul style="list-style-type: none"> <li>• T splits Ss into groups of two</li> <li>• T tells Ss what they should do</li> <li>• One group should tell the advantages of Armenia</li> <li>• The other group tells disadvantages of Armenia</li> <li>• They should discuss bad and good points of Armenia for tourists.</li> </ul>	T – Ss Ss– Ss	<p>To develop Ss speaking skills</p> <p>To develop Ss fluency and collaborative working and understanding each other</p>
5. Break	1 0 min			
6. Brochure making	2 5 min	<ul style="list-style-type: none"> <li>• T splits Ss into groups of 3</li> <li>• T gives Maps of Yerevan to Ss</li> <li>• T asks them get acquainted with map and find out the main points of it</li> <li>• T asks Ss they should imagine that they have tour agency and should have brochures how to advertise their country</li> </ul>	T – Ss Ss-T	<p>To develop Ss reading skills</p> <p>To make sure Ss understood the topic</p>

		<ul style="list-style-type: none"> <li>Ss should see the map, find out the most attractive places of Yerevan and then make brochure</li> <li>T gives them sheets of papers and scissors in order to help them to make their brochures.</li> <li>T tells them that they can even draw and write whatever they want in order to make it more beautiful and attractive</li> <li>After finishing their brochures each group comes to the blackboard and tell about their brochures</li> </ul> <p>(See Appendix 2)</p>		
8. Pre-reading activity	5 min.	<ul style="list-style-type: none"> <li>T shows pictures with the help of laptop</li> <li>T asks Ss to describe the pictures and what they see there.</li> </ul> <p>( See Appendix 3)</p>	T – Ss	To make sure Ss are ready for reading activity
9. Reading text “Armenian national dishes”	10 min	<p>T splits Ss into groups of two and asks them to read the text</p> <p>After reading Ss start discuss the text with T and each of them tells what they would suggest tourists to eat if they come to Armenia</p> <p>(See Appendix 4)</p>		<p>To develop Ss reading comprehension</p> <p>To activate Ss schemata</p>
9.Homework assignment	5 min	<ul style="list-style-type: none"> <li>T asks Ss to try to combine information they got from the reading and from the documentary film at home</li> <li>T tells Ss she will send all the materials to them by e-mail.</li> </ul>	T – Ss	<p>To try to see how Ss can synthesize information from different sources</p> <p>To try to see how ready Ss are for writing reflections</p>



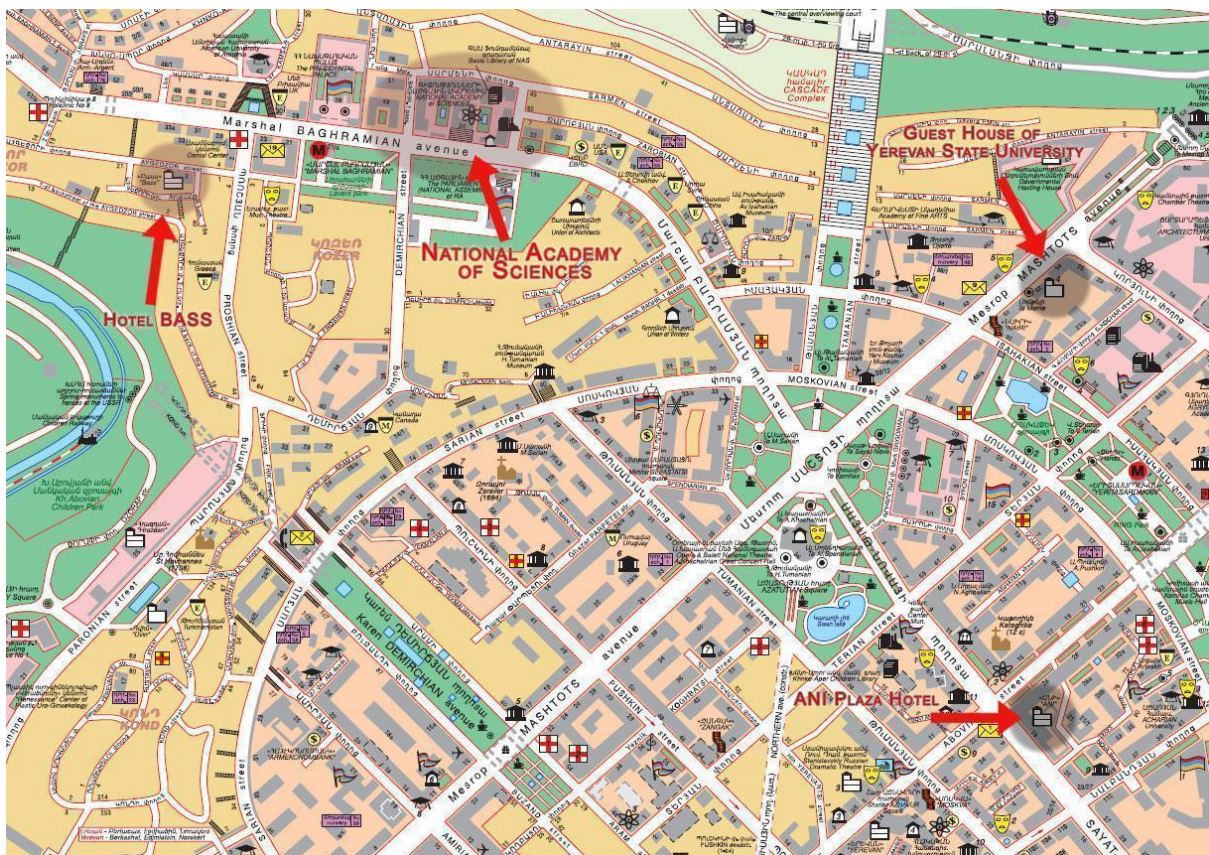
## Appendix 1

### Link

### Tourism in Armenia

<http://www.youtube.com/watch?v=3SPCKfuNAkM>

### Appendix 2 Map of Yerevan





## Pre-reading activity

Pictures about the Armenian dishes



## Appendix 4

### Reading Text

#### Armenian National Dishes

The glory of Armenian cuisine extends far beyond the country's borders. There is not a place on the post-Soviet territory (and even farther) where people do not know or love and cultivate Armenian cuisine. The juicy smoking khorovats emitting magnificent aroma, baked vegetables – khoravats saturated with the smell of coals; tender cooked without oil dolma melting in your mouth ...delicious! All the dishes of Armenian cuisine are well familiar and loved by us. But what is the historical background of the culinary attraction of Armenia?

Armenian Cuisine is as ancient as its history, as the land it is standing on. Armenian culinary traditions are over 2000 years old. The abundance of meat on Armenian tables is the result of the most ancient development of cattle breeding in Armenian uplands which led to such a variety of livestock and poultry. Cattle breeding was also the source of various dairy products – basically

brine-ripened cheeses as well as sour-milk products which serve as the basis for traditional Armenian dishes and beverages.

Early beginning of agriculture in the fertile valleys of Armenia caused the application of various cereals in Armenian cuisine - spelt, millet, barley, wheat, rice; beans - string beans, beans, lentil, mountain peas to say nothing of great variety of vegetables and greens which are a must of Armenian feast.

Traditionally Armenians cooked food on fire. The clay furnace began to be called tonir and has retained this name. Armenians used clay kitchen ware too. Tonir was used for cooking bread, mashes, fish and poultry, vegetables, soups and other dishes. By the way, tonir was borrowed by all people of Transcaucasia becoming an integral part of their national culinary. Armenia in general has contributed a lot in term of cooking. Thus, many authentic Armenian dishes later became known in Europe thanks to Persians and Turks as the dishes of their national cuisines. (for example, dolma). In their turn the cuisines of Turkey, Iran and Arabian countries have enriched the culinary culture of Armenia.

Armenian cooking techniques are rather complicated. The most difficult to cook are meat, fish and vegetable dishes which require stuffing, whipping, puree and souffle making as it takes a lot of time and work. Armenians very much love dishes from chopped meat and all possible variants of stuffed dishes.

The thermal processing of dishes is labor-consuming too. One and the same dish or raw product, for example, meat, can be subject to roasting, boiling and stewing in tonir making some dishes of Armenian cuisine melt in your mouth. Another feature of Armenian cuisine is a great number of greengrocery and spices in preparation of dishes. Armenian cooks use 300 kinds of wild-growing grasses and flowers which are used as seasonings or even as basic dishes.

Fragrant spices are very popular: pepper, coriander, fenugreek, black pepper, mint, tarragon, basil, thyme and of course garlic and onion; and for sweet dishes - cinnamon, cardamom, clove, saffron and vanilla.

The surprising fact is that Armenian cuisine practically does not use fats. The majority of dishes is cooked in drawn butter. It is used for soups, stewing and roasting of meats, poultry, fish and vegetables as well as sweet dishes. Vegetable oils are used in Armenian cuisine less frequently - for preparation of fish and some vegetable dishes (string beans, eggplants). Sesame oil is traditional. Armenian cuisine is in many ways similar to the ones of other Caucasian countries. But at the same time is different too. Georgians, for example, use a lot of ingredients to achieve complex variety of tastes. Armenians, on the contrary, most of all value the naturalness of taste. Meat is traditionally not fried and cut in large chunks. It is boiled, stewed or baked.

All these features make Armenian dishes unique, unrivaled, delicious and fragrant - a real treat for any gourmet and connoisseur of true culinary traditions.

## **APPENDIX I**

## **Lesson Plan 9**

### **Adventure Tourism and Recreation**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, handouts, worksheets

**Learning outcomes-** By the end of the lesson, students will be able to

- Use the basic vocabulary for adventure tourism
- Practice listening and using visual clues for getting specific information
- Practice reading for general information
- Discuss the main types of adventure tourism

<b>Stages/ Procedure</b>	<b>T ime</b>	<b>Skills</b>	<b>Intera ction</b>	<b>Why? Purpose and expected outcomes</b>
1 Warm up	5 min.	<ul style="list-style-type: none"> <li>T greets the Ss and asks what they have done during the whole week</li> <li>T asks whether they have done their homework.</li> </ul>	T-Ss Ss-T	To start the lesson, To create friendly atmosphere
1. Pre- video watching activity	5 min	<ul style="list-style-type: none"> <li>T shows some pictures and asks them to answer what they see there, What are the main tips f showing such kind of pictures (See Appendix 1)</li> </ul>	T-Ss	To build Ss schemata To prepare Ss for video watching
1. Video watching Adventure tourism	4 5 min	<ul style="list-style-type: none"> <li>T asks Ss to watch the video and take notes</li> <li>Ss watch different videos about adventure tourism in order to have brief information about that type of tourism.</li> <li>After it T tells them about the Armenian adventure tourism and they start to discuss the topic. (See Appendix 2)</li> </ul>	T- Ss	To enrich Ss vocabulary about adventure tourism To make sure Ss understand the topic
Break	1 0 min			
5. Reading activity	2 0 min	<p>T splits Ss into groups of two and gives them handouts</p> <p>T asks Ss to read very carefully, as they are going to write an exercise connected with the text</p> <p>After reading Ss do a matching exercise</p> <p><i>(See Appendix 2)</i></p>	T-Ss Ss- Ss	To develop Ss reading comprehension  To make Ss clear the topic To enrich Ss vocabulary
6. Role Play “ Adventure Tourists”	2 0 min	<ul style="list-style-type: none"> <li>T splits Ss into groups of three.</li> <li>T gives them an assignment</li> <li>T asks that Ss are adventure tourists and this time they have gone to New Zealand, they have some difficulties there because they don’t know the country and they need a guide to go to the mountains, etc. Group A : mountaineers Group B: bungee jumpers</li> </ul>	Ss-Ss	To activate Ss schemata To make sure Ss remember the materials they covered To make sure Ss have bright imagination and can overcome the situation

		<p>Group C: kayakers.</p> <ul style="list-style-type: none"> <li>• They are different groups and they need different guides</li> <li>• Ss should use the vocabulary they have covered and use their creativity and imaginations</li> </ul>		
7. Homework Assignment	5 min.	T tells Ss that she would send the students their homework assignment via e-mail and asks them to answer the questions in their blogs	T-Ss	To make sure that everything was clear to Ss and they can write their assignment

## Appendix 1

### Pictures

1.



2.



3.



4.



5.



## Appendix 2

### Links

What is adventure tourism

- <http://www.youtube.com/watch?v=Zg511kesIb4>

Adrenaline Nation- New Zealand

- [http://www.youtube.com/watch?v=zs2yg\\_nSFd4](http://www.youtube.com/watch?v=zs2yg_nSFd4)

- 

The world's highest Bungee jumping

- <http://www.youtube.com/watch?v=zG22qQydPVQ>

## Appendix 3

### Reading text

#### **Susan Butcher on the Iditarod Trail**

It was the fourth year Susan Butcher had run the Iditarod Trail Sled Dog Race, and she wanted very much to win it. An hour into the race, Susan and her sled dog team sped down a hill and crashed into a fallen tree. Although hurt, Susan untied her sled and her team of Alaskan husky dogs and continued the difficult race across the frozen Alaskan wilderness.

The Iditarod started in 1925. A doctor in Nome, Alaska, U.S.A. was desperately in need of medicine to stop the spread of diphtheria, a deadly disease. Only a hospital in Anchorage had the supplies he needed, and it was 700 miles (654 km) away! But it was January, too dangerous to send a boat and too stormy for his tiny airplane. The only hope was to use several sled dog teams following a trail, called the Iditarod Trail, through snow-covered mountains. They passed the medicine from one sled team to another. Wind and snow and a temperatures as low as  $-60^{\circ}$  ( $-51^{\circ}$  C) did not stop the men and their dogs. The medicine was delivered in record time. The Iditarod Trail Sled Dog Race follows the route of the famous medicine run. It is over 1,000 miles (935 km) long and is considered the toughest race in the world.

Susan Butcher was born in Cambridge, Massachusetts, U.S.A. She loved animals and the outdoors.

In her teens Susan was given a Siberian husky dog and became very interested in huskies as sled dogs. After reading about the Iditarod Race, Susan moved to Alaska. She worked at several jobs to earn money to buy herself a sled and a team of huskies. After years of hard work and training, Susan achieved her dream of racing on the Iditarod trail.

In 1978, at the age of 24, Susan entered the race for the first time and became the first woman to finish in the top 20. In 1982 she came in second. In 1984 she was leading her team across a frozen waterway when they fell into the frigid water. Her lead dog managed to pull Susan and the other dogs out of danger. Remarkably, she came in second.

In her fourth race, in 1985, a starving moose attacked her dogs, killing two and injuring eleven.

Susan had to leave the race. Another woman, Libby Riddles of Teller, Alaska, became the first woman to win the Iditarod. In 1986 Susan joined the race again. This time, she won. She won again in 1987. In 1988 she became the first person ever to win three Iditarod Races in a row. Unbelievably, Susan won for the fourth time in 1990.



Her strength, stamina, and dedication had made Susan the most famous dog sled racer in the world.

**After Reading the text number the sentences to show the correct order of events.**

- \_\_\_\_\_ Susan Butcher moved to Alaska.
- \_\_\_\_\_ The medicine was passed from one sled team to another along the Iditarod Trail.
- \_\_1\_\_ A doctor in Nome, Alaska, needed medicine for the deadly diphtheria.
- \_\_\_\_\_ Susan Butcher entered her first Iditarod Race.
- \_\_\_\_\_ Susan Butcher became the first person to win three Iditarod races in a row.
- \_\_\_\_\_ Susan Butcher read about the Iditarod Race.

## **APPENDIX J**

### **Lesson Plan 10**

#### **Presentations**

**Level of students:** Pre- Information Level 1 (Intermediate)

**Location:** Experimental English Classes, American University of Armenia

**Duration:** 2 hours

**Age:** 12-16

**Number of students:** 10

**Aids:** Laptop, projector, loud speaker, board, chalk, PPT slides,

**Skills to be emphasized:** listening, speaking, presentation

#### **Class objectives:**

- Practice Ss speaking skills
- Practice Ss listening skills
- Practice Ss schemata
- Practice Ss presentations skills
- Develop Ss knowledge about global tourism and travelling with its expressions and vocabulary

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Stages/ Proced ure	T ime	Skills	Intera ction	Why? Purpose and expected outcomes
Present ation	1 20 min	Each student presents his/her own topic they have chosen about tourism in different countries. They present new topics with new vocabulary. It helps other students to listen and activate schemata	Ss-Ss	<ul style="list-style-type: none"> <li>• To develop Ss speaking skills</li> <li>• To develop Ss listening skills</li> <li>• To develop Ss schemata</li> <li>• To develop Ss presentations skills</li> </ul>