

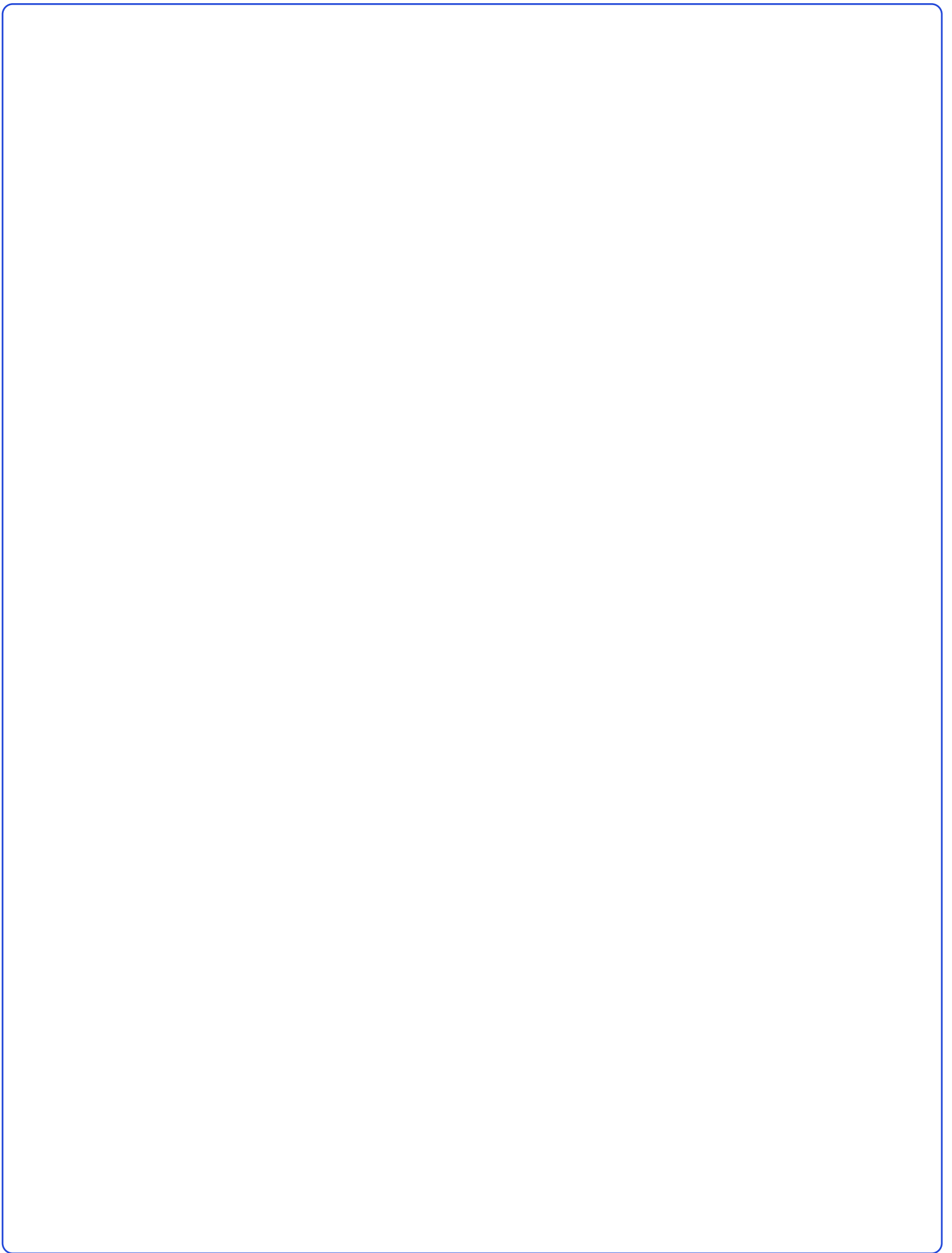


**100 TOP**  
**Tourism Service**  
**WORDS TP BOOKLET**  
**3° MEDIO**



**DEG**  
División  
Educación  
General

**English Opens Doors Program**  
**División de Educación General - Mineduc**





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2021



**DEG**  
**División  
Educación  
General**

100 TOP

# Tourism Service

WORDS TP BOOKLET  
3º MEDIO

**English Opens Doors Program**

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# Index

<b>Get to know your booklet</b>	<b>6</b>
<b>Glossary</b>	<b>8</b>
<b>Unit I: Booking Systems</b>	<b>14</b>
Lesson I: Listening Comprehension	15
Lesson II: Reading Comprehension	18
Lesson III: Speaking	23
Lesson IV: Writing	28
Lesson V: Project	32
<b>Unit II: Tourist Customer Service</b>	<b>37</b>
Lesson I: Listening Comprehension	38
Lesson II: Reading Comprehension	42
Lesson III: Speaking	46
Lesson IV: Writing	50
Lesson V: Project	52
<b>Unit III: Heritage, Culture and Chilean Tourist Attractions</b>	<b>55</b>
Lesson I : Listening Comprehension	56
Lesson II : Reading Comprehension	61
Lesson III : Speaking	67
Lesson IV : Writing	72
Lesson V : Project	75
<b>Unit IV: Tourist Program Prevention and Safety</b>	<b>78</b>
Lesson I: Listening Comprehension	79
Lesson II: Reading Comprehension	83
Lesson III: Speaking	90
Lesson IV: Writing	95
Lesson V: Project	99
<b>Appendix</b>	<b>102</b>

# Get to know your booklet

## LESSONS

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Listening



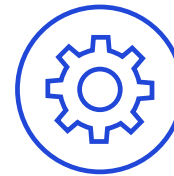
Reading



Speaking



Writing



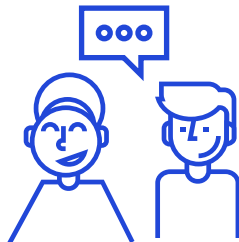
Project

## ACTIVITIES

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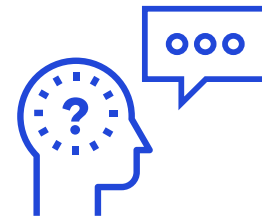
Individual



In pairs



Group Work



Think & discuss

## ACTIONS

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Read



Write



Watch a video



Speak



Listen

# ¡Bienvenido!

# Welcome!

## ES

A continuación, te presentamos un recurso elaborado para avanzar en uno de nuestros principales objetivos: mejorar la calidad y fortalecer la enseñanza Técnico-Profesional en el país.

La creación de este Booklet responde a la importancia de aprender el idioma inglés en el contexto de cada especialidad técnica, de manera que en el futuro puedas acceder a mayores oportunidades de especialización y en el mundo laboral.

Es por esta razón que creamos este recurso didáctico, donde proponemos tanto a docentes como estudiantes, las 100 palabras más utilizadas en cada especialidad aplicadas en contextos específicos, fundamentales para el dominio del idioma.

Dado que en el mundo de hoy es importante entregar todas las opciones para favorecer el aprendizaje del inglés, el trabajo continuo de las actividades que ofrece cada unidad te permitirá desarrollar habilidades lingüísticas como la lectura, audición, expresión escrita y oral, además de trabajar colaborativamente en los proyectos al término de cada unidad.

Esperamos que este 100 Top Words Booklet sea una contribución para el aprendizaje del idioma en la especialidad que has elegido.

## EN

We are pleased to present you with this resource, which was created to advance one of our primary objectives- improving and strengthening the quality of technical professional education in Chile.

The creation of this booklet responds to the importance of learning the English language in the specific context of each technical specialty and aims to provide you with access to greater opportunities in your area of concentration, and in the labor market in general.

With that in mind we have created this educational resource, through which we propose to teachers and students alike – the 100 most commonly used words for specific contexts, fundamental to language mastery in each area of technical specialization.

Given the current importance of providing all possible opportunities to foment English language acquisition, the successive completion of the activities offered in each unit will facilitate the development of your linguistic abilities, including reading comprehension, written and oral expression, as well in collaborative learning projects provided at the end of each unit.

We hope that the “100 Top Words” Booklet will contribute to your English language learning, in the technical professional concentration that you have chosen.

Tus comentarios nos importan: escríbenos a [TPenglish@mineduc.cl](mailto:TPenglish@mineduc.cl)

# Tourism Service Booklet Glossary





A

**1. Accessibility** (n.)

The quality or characteristic of something that makes it possible to approach, enter, or use it.

**2. Accommodation** (n.)

A place where travelers can stay.

**3. Accountability** (n.)

The fact of being responsible for what you do and able to give a satisfactory reason for it, or the degree to which this happens.

**4. Advisable** (adj.)

Recommendable.

**5. Airfare** (n.)

The price of a journey by plane.

**6. Amenities** (n.)

Something, such as a swimming pool or shopping center, that is intended to make life more pleasant or comfortable for the people in a town, hotel, or other place.

**7. Apology** (n.)

An act of saying that you are sorry for something wrong you have done.

**8. Approachable** (adj.)

Friendly and easy to talk to.

**9. Arrangements** (n.)

A plan for how something will happen.

**10. Arrival** (n.)

A person or thing that comes to a place.

**11. Authentic** (adj.)

If something is authentic, it is real, true, or what people say it is.

**12. Awareness** (n.)

Knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience.

B

**13. Baggage** (n.)

Bags, cases, etc., that you take with you when you travel.

**14. Baggage claim** (n.)

The place in an airport where you get your cases and bags when you arrive after flying.

**15. Bin** (n.)

A container for waste.

**16. Birdwatching** (n.)

The hobby of studying wild birds in their natural environment.

**17. Brochure** (n.)

A type of small magazine that contains pictures and information on a product or a company.

C

**18. Complain** (v.)

To say that something is wrong or not satisfactory.

**19. Carnival** (n.)

(a special occasion or period of) Public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the streets of a city.

**20. Community** (n.)

The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality.

**21. Complaint** (n.)

A statement that something is wrong or not good enough.

**22. Conservation** (n.)

The protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity.

**23. Cooperative** (adj.)

Willing to help or do what people ask.

**24. Culture** (n.)

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

D	<b>25. Customers</b> (n.)	A person who buys goods or a service.
	<b>26. Delayed</b> (n.)	Happening at a later time than expected or intended.
	<b>27. Departure</b> (n.)	The fact of a person or vehicle, etc., leaving somewhere.
	<b>28. Discomfort</b> (n.)	A feeling of being uncomfortable physically or mentally, or something that causes this.
	<b>29. Disease</b> (n.)	Illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident.
	<b>30. Disabilities</b> (n.)	An illness, injury, or condition that makes it difficult for someone to do the things that other people do.
E	<b>31. Downtown</b> (adj.)	In or to the central part of a city.
	<b>32. Eco-friendly</b> (adj.)	Eco-friendly products have been designed to do the least possible damage to the environment.
	<b>33. Efficiency</b> (n.)	The good use of time and energy in a way that does not waste any.
	<b>34. Emerging</b> (adj.)	Growing and developing, especially in business investment / beginning to have economic power or success.
	<b>35. Empathy</b> (n.)	The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
	<b>36. Environment</b> (n.)	The air, water, and land in or on which people, animals, and plants live.
F	<b>37. Facilities</b> (n.)	A place, especially including buildings, where a particular activity happens.
	<b>38. Feedback</b> (n.)	Information about something such as a new product or someone's work that provides an idea of whether people like it or whether it is good.
	<b>39. Fever</b> (n.)	A condition in which the body's temperature is higher than usual, especially as a sign of illness.
	<b>40. Fine</b> (adj.)	An amount of money that has to be paid as a punishment for not obeying a rule or law.
G	<b>41. Garbage</b> (n.)	Waste material or unwanted things that you throw away.
	<b>42. Greeting</b> (n.)	Something friendly or polite that you say or do when you meet or welcome someone.
H	<b>43. Handicrafts</b> (n.)	A skilled activity in which something is made in a traditional way with the hands rather than being produced by machines in a factory, or an object made by such an activity.
	<b>44. Headache</b> (n.)	A pain you feel inside your head.
	<b>45. Heritage</b> (n.)	Features belonging to the culture of a particular society, such as traditions, languages, or buildings that were created in the past and that still have historical importance.
	<b>46. Holiday</b> (n.)	A time when someone does not go to work or school but is free to do what they want, such as travel or relax.
	<b>47. Host</b> (n.)	Someone who has guests.

I	<p><b>48. Inclusion</b> (n.)</p> <p><b>49. Insurance</b> (n.)</p> <p><b>50. Inventory</b> (n.)</p> <p><b>51. Itinerary</b> (n.)</p>	<p>The idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage.</p> <p>An agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.</p> <p>A detailed list of all the things in a place.</p> <p>A detailed plan or route of a journey.</p>
L	<p><b>52. Legacy</b> (n.)</p> <p><b>53. Leisure</b> (n.)</p> <p><b>54. Luggage</b> (n.)</p>	<p>Something that is a part of your history or that remains from an earlier time.</p> <p>The time when you are free from work or other duties and can relax.</p> <p>The bags, suitcases, etc., that contain your possessions and that you take with you when you are travelling.</p>
M	<p><b>55. Mandatory</b> (adj.)</p> <p><b>56. Mild</b> (adj.)</p>	<p>Used to describe something that must be done, usually because the law states that it is necessary.</p> <p>Not violent, severe, or extreme.</p>
O	<p><b>57. Outdoor</b> (n.)</p>	<p>A place outside, away from buildings, where you can experience nature.</p>
P	<p><b>58. Performer</b> (n.)</p> <p><b>59. Policies</b> (n.)</p> <p><b>60. Polite</b> (adj.)</p> <p><b>61. Procedure</b> (n.)</p> <p><b>62. Protocol</b> (n.)</p> <p><b>63. Quality</b> (n.)</p> <p><b>64. Query</b> (n.)</p> <p><b>65. Quote</b> (n.)</p>	<p>A person who entertains people by acting, singing, dancing, or playing music.</p> <p>A set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.</p> <p>Behaving in a way that is socially correct and that shows understanding of and care for other people's feelings.</p> <p>A set of actions which is the usual or official way of doing something.</p> <p>The system of rules and acceptable behavior used at official ceremonies and occasions.</p> <p>How good or bad something is.</p> <p>A question, often one expressing doubt, about something or looking for information.</p> <p>To give a price, especially one that will be charged, for carrying out a job.</p>
R	<p><b>66. Rash</b> (n.)</p> <p><b>67. Recycle</b> (v.)</p> <p><b>68. Regulations</b> (n.)</p> <p><b>69. Remote</b> (adj.)</p> <p><b>70. Reply</b> (v.)</p>	<p>A lot of small red spots on the skin.</p> <p>To sort and collect rubbish in order to treat it and produce useful materials that can be used again.</p> <p>The activity of checking that a business is following official rules or laws.</p> <p>Far away in distance.</p> <p>To give a spoken or written answer.</p>

	<b>71. Requirements</b> (n.)	An official rule about something that is necessary to have or to do.
	<b>72. Reservation</b> (n.)	An arrangement in which something such as a seat on an aircraft or a table at a restaurant is saved for you to use.
	<b>73. Restore</b> (v.)	To return something or someone to an earlier good condition or position.
	<b>74. Routes</b> (n.)	A particular way from one place to another, especially the way that a bus, train, plane, etc., travels regularly.
	<b>75. Rural</b> (adj.)	In, of, or like the countryside.
(S)	<b>76. Safety</b> (n.)	Used before a noun to describe equipment, rules, etc., that are designed to keep people from being harmed.
	<b>77. Saltpeter</b> (n.)	A salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilizers (= substances that help plants grow).
	<b>78. Schedule</b> (n.)	A list of planned activities or things to be done showing the times or dates when they are intended to happen or be done.
	<b>79. Seasonal</b> (adj.)	Relating to or happening during a particular period in the year.
	<b>80. Self-esteem</b> (n.)	Belief and confidence in your own ability and value.
	<b>81. Severe</b> (adj.)	Causing great pain, difficulty, worry, damage, etc.; very serious.
	<b>82. Souvenir</b> (n.)	Something you buy or keep to help you remember a holiday or special event.
	<b>83. Staff</b> (n.)	The group of people who work for an organization.
	<b>84. Standards</b> (n.)	A level of quality.
	<b>85. Statistics</b> (n.)	A collection of numerical facts or measurements, about people, business conditions, or the weather.
	<b>86. Stolen</b> (v.)	Past participle of steal / to take something without the permission or knowledge of the owner and keep it.
	<b>87. Sustainable</b> (adj.)	Using methods that do not harm the environment so that natural resources are still available in the future.
	<b>88. Swollen</b> (adj.)	Larger than usual.
(T)	<b>89. Tap water</b> (n.)	The water that comes out of the taps in a building that are connected to the main supply of the local water system.
	<b>90. Ticket</b> (n.)	A small piece of paper or card given to someone, usually to show that they have paid for an event, journey, or activity.
	<b>91. To book</b> (v.)	To arrange to have a seat, room, performer, etc., at a particular time in the future.
	<b>92. Toiletries</b> (n.)	Objects and substances that you use for washing yourself and preventing the body from smelling unpleasant.
	<b>93. Tourist attractions</b> (n.)	A place that people visit for pleasure and interest, usually while they are on holiday.

**94. Traditional** (adj.)

Following or belonging to the customs or ways of behaving that have continued in a group of people or society for a long time without changing.

**95. Transfer** (v.)

To move someone or something from one place, vehicle, person, or group to another.

**96. Traveler** (n.)

Someone who travels.

(v)

**97. Visa** (n.)

An official mark, usually made in a passport, that allows you to enter or leave a particular country.

(w)

**98. Waste** (v.) (n.)

(v.) To use too much of something or use something badly when there is a limited amount of it.

(n.) Unwanted matter or material of any type, especially what is left after useful substances or parts have been removed.

**99. Wealth** (n.)

A large amount of money, property, or valuable possessions that a person or a country owns.

**100. Wound** (n.)

A damaged area of the body, such as a cut or hole in the skin or flesh made by a weapon.

# Unit 1: Booking Systems



**Goal:**

Comprehend general information in oral and written texts in contexts related to booking systems and future work scenarios in order to get familiarized with the way in which they will have to navigate these systems and manage groups of people.

**Skills:**

Listening, Reading, Speaking, Writing.

**Project:**

Understanding IATA and its impact on the air travel industry.  
Students will watch a video about IATA and will prepare an oral presentation in groups.

## ★ 25 KEY WORDS

Arrival (n.)	Leisure (n.)	Senior Travel (n.)
Cargo (n.)	Policies (n.)	Staff (n.)
Customers (n.)	Procedure (n.)	Standards (n.)
Departure (n.)	Quality (n.)	Statistics (n.)
Efficiency (n.)	Quote (n.)	Ticket (n.)
Facilities (n.)	Regulations (n.)	To Book (v.)
Greeting (n.)	Reply (v.)	Visa (n.)
Inventory (n.)	Reservation (n.)	
Itinerary (n.)	Safety (n.)	



## Lesson 1: Listening Comprehension

### BEFORE YOU LISTEN

A. Discuss and answer these questions. Share your answers with a partner and check your work at the end of this lesson.



#### 1. Have you heard of GDS before?

If your answer is "Yes", tick the correct definition below.

\_\_\_\_\_ Global Distribution Systems.

\_\_\_\_\_ GPS Detailed Service.

#### 2. Imagine yourself working at a hotel or travel agency.

How often do you think you will use a GDS?

\_\_\_\_\_ Every day

\_\_\_\_\_ Sometimes

\_\_\_\_\_ Almost never

Example: I think I will use GDS \_\_\_\_\_



**B.** You will watch a video that explains how GDS work. Before watching the video, match the words from the box with the definitions.

**Inventory - Suppliers - Distributors - Supply chain - Itinerary**

1. \_\_\_\_\_: the system of people and things that are involved in getting a product from the place where it is made to the person who buys it.
2. \_\_\_\_\_: the amount of goods a store or business has for sale at a particular time, or their value.
3. \_\_\_\_\_: a company or person that sells something.
4. \_\_\_\_\_: a detailed plan or route of a journey.
5. \_\_\_\_\_: a person or company that buys products from a supplier and sells them for a profit to other businesses, stores, or customers.

**C.** According to your knowledge, categorize these words into suppliers or distributors.

**Travel Agencies - Cruise Lines - Hotels - Car Rental Companies  
Airlines - Tour Operators**

SUPPLIERS	DISTRIBUTORS

**WHILE YOU LISTEN**



**D. Watch the video** and number these words in the order they appear. Some might be mentioned more than once; simply number them according to the first time you hear them.

Example: **g) 1 connect**

- |                      |                    |                    |
|----------------------|--------------------|--------------------|
| 1. _____ reservation | 5. _____ access    | 9. _____ multiple  |
| 2. _____ to book     | 6. _____ seats     | 10. _____ flights  |
| 3. <b>1 connect</b>  | 7. _____ inventory | 11. _____ contract |
| 4. _____ search      | 8. _____ network   |                    |



**E.** In the middle of the video you will be introduced to Gene (the bearded man in a blue suit) to illustrate how GDS can help him book a trip to another country. Read the following itineraries and circle the correct itinerary according to the video.

1. Departure: Atlantis, George Town / Arrival: Cali, South America
2. Departure: Atlanta, Georgia / Arrival: Cape Town, South Africa
3. Departure: Atlas, Georgia / Arrival: Canada Town, South Wales

**AFTER YOU LISTEN**

**F.** Check your predictions for exercise C (categorizing suppliers and distributors).

**G.** Read the statements below and watch the video again. Mark True or False.

		TRUE	FALSE
1.	A GDS is an online network for travel suppliers and distributors.		
2.	A GDS connects travel agencies, cruise lines, hotels, car rental companies, and airlines.		
3.	The inventory is the number of contracts an airline has.		
4.	Travel agents can use a GDS to book multiple flights from multiple airlines and reserve hotel rooms and rental cars.		
5.	Global distribution systems are vital for the ever-growing travel industry.		
6.	A GDS helps suppliers reach more travelers and helps agencies give travelers more options.		



## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Look at the images and assign them a tourist category based on their interests. Use the categories in the box.

Food tourists – Event Tourists – Cultural Tourists – Leisure Tourists  
Eco Tourists – Adventure Tourists – Business Tourists



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

**B.** Read the definitions in Column A and match them with the types of tourist in Column B.  
Follow the example.

Column A		Column B	
<b>A.</b> People who enjoy eating and drinking mostly gourmet delights. They essentially try to understand a culture by sampling their traditional dishes.		<b>1</b>	<b>Business Tourists</b>
<b>B.</b> People who want to immerse and absorb a foreign culture. They are interested in the language, art, music, and traditions of the places they visit.		<b>2</b>	<b>Adventure Tourists</b>
<b>C.</b> People who are environmentally conscious and aim to reduce their carbon footprint by choosing authentic local and regional experiences.		<b>3</b>	<b>Eco Tourist</b>
<b>D.</b> People on business, traveling to countries and continents to conduct business on behalf of their companies.		<b>4</b>	<b>Event Tourists</b>
<b>E.</b> People who enjoy exploration and discovering new, interesting things and places. Examples of trips they might take include a safari in Africa or cruising to Antarctica.		<b>5</b>	<b>Food Tourists</b>
<b>F.</b> People who travel to witness an event in another region. They visit a destination for a specific purpose. For example, watching an eclipse (eclipse chasers).		<b>6</b>	<b>Leisure Tourists</b>
<b>G.</b> People who want to have a break and are looking for full relaxation while also enjoying new things and places. A classic traveler that looks for carefree pleasure.		<b>7</b>	<b>Cultural Tourists</b>

Adapted from  
Wheatley, R. (n.d.). *Types of Tourists - What Type of Tourist Are You?* Around the World with Rob.  
<https://aroundtheworldwithrob.com/tourist-types/>

**C.** Look up these words in a dictionary before reading the text and write down their meaning in the space provided.

1. Staff: \_\_\_\_\_ 

\_\_\_\_\_

2. Quote: \_\_\_\_\_

\_\_\_\_\_

3. Safety: \_\_\_\_\_

\_\_\_\_\_

**D.** IATA (International Air Travel Association) created 3 letter codes for airports. Which city airport do you think SCL stands for?

1. Santiago de Cuba
2. Sacramento, California
3. Santiago de Chile

### WHILE YOU READ



**E.** You will read an email from a German tourist who contacts a local tour operator in Iquique, Chile. What do you think the email will be about?

1. The tourist is asking for information.
2. The tourist wants to book a flight from Germany to Chile.
3. The tourist is looking for a hotel and a rental car company.

**F.** Now scan the text to find the words from Exercise D and underline them.

**G.** Read the text and check your predictions for exercise E. Next, answer the questions in the next section.

**From:** mfunke99@spacemail.net

**To:** adrenalineiquieteam@adventure.com

Subject: Greetings from Germany!

Date: Nov 07, 2020 09:57

Dear Adrenaline Adventure Team,

I will be staying at Hotel Gran Naval and they recommended your company to book a paragliding experience.

I would like to get a **quote** and available hours for next week. I'm very concerned about **safety** so please include training qualifications from your **staff** and equipment certification as well.

I will arrive tomorrow night, and I will stay for a whole week so I will have 7 days to enjoy your beautiful city. I will leave on Nov 15 on the 8:45 am flight from SCL.

If you offer other activities, please let me know the details because I would prefer to book all my tours with just one company.

I'm an active 60 year-old who enjoys extreme and fun activities so please confirm if you offer any other adventure-related tours such as horseback riding, scuba diving, fishing, trekking, canopy tours, etc.

Looking forward to hearing from you soon.

Kind regards,

Marlon Funke

## AFTER YOU READ

**H.** Read the questions and write an answer using the space provided. Follow the example on Exercise 1.

1. How did the client find out about this tour agency?

**Gran Naval Hotel recommended the tour agency to Mr. Funke**

2. What is the purpose of the client's email?

The purpose is \_\_\_\_\_

\_\_\_\_\_

3.

a) **What does he say about safety?**

He says \_\_\_\_\_  
\_\_\_\_\_

b) **Why?**

Because \_\_\_\_\_

4. **Choose the correct itinerary according to what he states on the email**

a) Arrival Nov 8th, 2020 / Departure Nov 17th, 2020

b) Arrival Nov 7th, 2020 / Departure Nov 17th, 2020

c) Arrival Nov 8th, 2020 / Departure Nov 15th, 2020

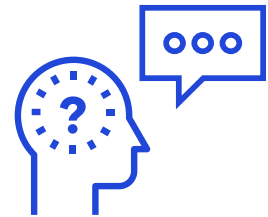
5. **What other activities is he interested in?**

He is interested in \_\_\_\_\_  
\_\_\_\_\_

6. **According to Exercise A, what category of tourist type would fit Mr. Funke's profile?**

\_\_\_\_\_  
\_\_\_\_\_

I. Discuss with your classmates: Do you know any tourism programs aimed at active senior in your community? If so what are the benefits they can get from it?





## Lesson III: Speaking

### WARM UP

A. Look at the images and write the correct word from the box.

ticket - trail - stones - sunblock - desert - ankle



1. \_\_\_\_\_



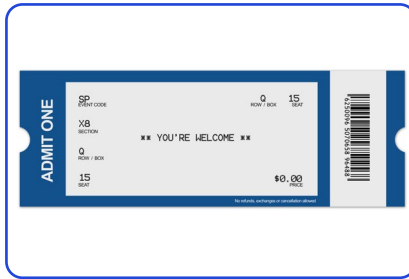
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

B. Focus on pronunciation. Click on each word, read them aloud and try to imic the correct sounds using the audio feature as a guide or teacher's model is audio is not an option.

- sunblock
- tickets
- ankle
- forbidden
- trail
- path
- area
- stones
- desert

**C.** Brainstorm at least 9 items you might need when going on a full day tour as a tourist. The season is summer and the setting is in the Atacama Desert. Work with a partner and compare your list.



1		4		7	
2		5		8	
3		6		9	

**INPUT**

**D.** Match the images on Column A to the phrases on Column B.

	COLUMN A
1	
2	
3	
4	
5	
6	

	COLUMN B
	Ouch! I think I've sprained my ankle.
	Does everyone have their tickets and ID at hand?
	Oh no, I forgot my sunblock and glasses!
	Please remember it is forbidden to step out of the trail. Always follow the path!
	Do I need to pack a swimsuit for tomorrow?
	Taking stones, rocks or flowers is not allowed in this protected area.





**E. Group work.** Get together with other classmates (max. 4 people, including yourself). Imagine you are a tour guide meeting travelers for the first time. Use the following questions to brainstorm ideas and discuss with the group (you can also write down your answer in the boxes below).

What would be an appropriate opening?

Would it be a good idea to introduce other staff such as drivers, assistants, etc.? How would you do that?

What are some of the things you think would be important to mention on the first day or before going out to an excursion?

List your thoughts and conclusions using the boxes provided below.



Greeting	Introduce yourself and others	Check documents & personal items	Itinerary and times	Important things to mention/ remind the group before leaving

## CONTROLLED PRACTICE

F. Role play the following dialogue on your own and then practice it with a partner. Take turns and make sure you practice both A and B speakers.



### First Day Tour Guide Speech

**A:** Good morning everyone, how are you? My name is **Eric**, and I'll be your guide today. This is **Angela**, and she will be with us all day in case we need extra assistance.

**B:** Good morning Eric and Angela. Were you both **born and raised here in Atacama**?

**A:** Yes, we are both **Atacameños or Lickanantay people, native to this area of the north of Chile**.

**B:** Great to hear.

**A:** I look forward to a fun day ahead with you; you seem like a fun group! Before explaining the itinerary, I would like to check if you have **your park tickets and bottles of water**.

**B:** Yes, we do Eric. I have a question. Will there be bathroom facilities and places to get lunch along the way?

**A:** Yes and yes. I'll go through the specifics after explaining the itinerary.

**B:** Oh, great! Go ahead, please

**A:** Now, about today. First, we are going to **ride our bikes towards La Garganta del Diablo or the Devil's Throat**. It is **an easy 20- to 30-minute ride**. I will tell you all about the **geology and history of this place**, and then we'll continue **up towards an abandoned church** where we will set up our **picnic lunch** and rest for a bit. Please note there will be **bathrooms and places to buy food, water and handicrafts** along the way.

**B:** Do you know if they take credit or debit cards?

**A:** Most of them **are cash-only so make sure you have pocket money for any extras**. We will provide **lunch** so, please, if anyone has **a dietary restriction, let us know now so that we can make adjustments**.

**B:** All good here. I have my own **gluten free snacks so don't worry**.

**A:** Cool, lunch will be **BBQ llama and rice** so no problem there. After **lunch**, we will **border the Salt Mountains and Death Valley so we will take a different road on the way back to town**. We should be back **around 4 or 5 pm at the latest**. Do you have any questions?

**B:** Nope, all clear!

**A:** Great! Are you ready then?

**B:** Sure, let's go!

\* Remember to practice proper pronunciation and intonation so your message is understood.

## FREER PRACTICE

**G.** Use the dialogue above as an example and explain a different route by changing the phrases in bold to practice your own personal tour guide speech.



Below are some ideas. You can also use your own experience or pick a favorite place or route.

### TOUR IDEAS

**Full day in Valparaíso / Trekking in Torres del Paine**  
**A hike in La Campana / Full day in Pucón / Villarica**

#### Be sure to include:

- A greeting.
- An introduction of yourself and others that will come along with you.
- A reminder about important documentation they might need, personal safety items like sunblock, water, food, etc.
- A description of the route, important times, bathroom availability, lunch time, and place.
- An approximate time they will be back in town or to their lodging.

## EXIT TICKET

**H.** Discuss the following questions with a partner.



1. Were you able to practice your speech in front of the class or with a partner?
2. Do you feel more confident about your future role as a tour guide?
3. Did you improve or learn more about intonation and pronunciation of key words?
4. If you compare the first time you read your speech versus the 2nd or 3rd, would you say it sounded more fluent and confident the more you practiced?



## Lesson IV: Writing

### PRE WRITING

A. In general, when we write an email, we focus on three main parts. Put them in a logical order by assigning them writing 1, 2 and 3.

	<b>BODY</b>		<b>OPENING</b>		<b>ENDING</b>
--	-------------	--	----------------	--	---------------

B. When writing a response email (replying to someone who wrote first) we should aim to follow five easy, but important, steps. Discuss with a partner and number the steps below in a logical order for a response email.

	Provide a reply to the previous email
	Thank the recipient
	End with a closing
	Begin with a greeting
	Add your closing remarks

C. Classify the following phrases into the 5 steps from the previous exercise in the chart.

- If you have any further questions, don't hesitate to contact us.
- Dear Mr. /Ms. XXXXX,
- Regards, / Kind regards, / Sincerely,
- Thank you for contacting us at XXXXXX.
- About your questions, we xxxxx / With regards to your request, we xxxxx /
- Concerning your last email, I think we can xxxxxx.

5-STEP PROCESS WHEN REPLYING TO AN EMAIL	COMMON USEFUL PHRASES TO WRITE AN EMAIL
Begin with a greeting	
Thank the recipient	
Provide a reply to the previous email	
Add your closing remarks	
End with a closing	

Adapted from: *How to Write a Perfect Professional Email in English in 5 Steps*. (2017, October 26). EF English Live.  
<https://englishlive.ef.com/blog/career-english/write-perfect-professional-email-english-5-steps/>

**D.** Read and review both emails below. Identify and underline the phrases that follow the 5-step-process described on Exercise 5.

**From:** maya.angel@businessmail.net

**Jan 16th, 2021 11:54 am**

**To:** conosurdiscover@customerservice.cl

Dear Cono Sur Discover Team,

My name is Maya and I would like to get information about your prices and availability.

I am planning on visiting next week (Jan 23 to Jan 28). I will be staying at the Abuelo Hostel and I'm interested in doing a bike tour or quad tour. I would also love a chance to sign up for an astrophotography tour if possible.

Thank you for your time and I look forward to your reply.

Warm regards,

Maya

---

**From:** conosurdiscover@customerservice.cl

**Jan 18th, 2021 09:35 am**

**To:** maya.angel@businessmail.net

Dear Maya,

Thank you for contacting us at Cono Sur Discover.

About your email, we would love to organize a fun adventure and we are happy to confirm that we have availability for your dates.

Bike and quad tours are available from Monday to Saturday, starting at 9 am and finishing around noon. Price is 30 USD per person in a small group.

Regarding astrophotography, we have a tour going out on Sunday, Jan 24th. We usually start at 9 pm and price is 80 USD per person.

You can sign up for any tours using our webpage or via TripAdvisor.

Please contact us if you have any doubts. We are located on the main street next to "Marina Restaurant".

Kind regards,

Cono Sur Discover Team

---

## DRAFTING

E. Go back to Mr. Funke's email on Exercise G (page 21). Attempt a first version of an email reply that answers **Mr. Funke's queries**. Remember to follow the five-step process mentioned earlier. You can use this chart to order your ideas.

1 GREETING

2 THANK THE RECIPIENT

3 REPLY TO THE PREVIOUS EMAIL

4 CLOSING REMARKS

5 CLOSING

## REVISING



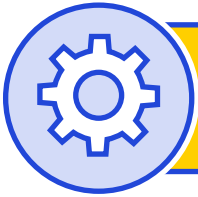
F. After writing your draft, share it with a partner and check the 5 step process in each other's first versions of an email reply. (10-15 minutes). Remember to use formal language.

## EDITING

G. Edit your draft using your partner's remarks and your own to write a final version of your email. Focus on spelling (orthography) and capitalization (use of capital letters for proper nouns, beginning of a sentence, the pronoun "I", days of the week, etc.).

## PUBLISHING

H. Send the final version of your reply to **Mr. Funke's email to** your teacher. Your teacher will receive the email and provide comments.



## Project: "Understanding IATA and its impact on the air travel industry."

<b>Name of the Project</b>	<b>"Understanding IATA and its impact on the air travel industry"</b>
<b>Level</b>	Pre-intermediate
<b>Time</b>	3 hours
<b>General aim</b>	<p>Students will be able to understand the impact of IATA on the Air Travel Industry.</p> <p>Students will prepare a multimedia presentation about IATA using a video as reference.</p> <p>Students will participate and strengthen their teamwork abilities as well as their use of ICTs.</p>
<b>Language aim</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- practice, use, and consolidate vocabulary from the unit.</li><li>- summarize information as well as research further details on their own in order to conduct a professional oral presentation.</li><li>- order events in logical order and provide supporting arguments.</li></ul>
<b>Resources / Materials</b>	<p>IATA video Computer and presentation software (PowerPoint, Prezi, etc.) Internet, audio Notebook for taking notes, pencil, etc.</p>
<b>Teacher's role</b>	<p>The teacher will monitor students' work and answer questions related to the project.</p> <p>The teacher will reinforce the idea of teamwork so that everyone in the group participates in all areas of this project.</p>
<b>Students' roles</b>	<p>Students will watch a video about IATA and will work as a team to prepare an oral presentation. In order to work as a team, they must organize and assign the following roles:</p> <p><b>Leader:</b> The leader of the group will keep track of everyone's roles.</p> <p><b>Researcher:</b> This person will be in charge of extra research as well as checking information.</p> <p><b>Material and time keeper:</b> This person will be responsible for the materials used for the presentation and time tracking.</p> <p><b>Language master:</b> This person will be in charge of checking grammar, spelling and coherence.</p> <p><b>Designer:</b> This person will be in charge of the visuals, colors and style of the presentation.</p>



**A.** Take a look at these words and phrases taken from the video. Write them next to the correct definition in the space provided.

**standards / visa / statistics / training  
cargo / regulatory body / policies**

1. \_\_\_\_\_: the goods carried by a ship, aircraft, or other large vehicles.
2. \_\_\_\_\_: the science of using information discovered from collecting, organizing, and studying numbers.
3. \_\_\_\_\_: something that others of a similar type are compared to or measured by, or the expected level of quality.
4. \_\_\_\_\_: a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people or a business organization.
5. \_\_\_\_\_: the process of learning the skills you need to do a particular job or activity.
6. \_\_\_\_\_: an official organization that is responsible for checking whether a business is working legally and in accordance to rules or laws.
7. \_\_\_\_\_: an official mark, usually made in a passport that allows you to enter or leave a particular country.



**B. Watch the video** about IATA and take notes. You will then prepare the oral presentation in groups.

\* **Disclaimer:** The video has a typo error for the word **efficiency**. It appears as **effeciency**. Please disregard this typo and remember the correct spelling is **efficiency**.



## PROCEDURE

After watching the video and taking notes, please read the specifications and rubric for this project. You can go back to the video and you are encouraged to investigate further if needed.

### Remember:

All members of the group have to participate in order to get a passing grade. The presentation must include visual support and will have to be presented in English, using your own words and not reading from a screen, text, or mobile device. You are allowed to use notes but **not** to rely on them for your entire speech as reading the whole time **will affect your grade**.

You need to demonstrate understanding and team work efforts for this project.

## STEP-BY-STEP PROCEDURE

1. After watching the video once or twice and taking notes, you can read the script of the video (at the end of this module – Appendix).
2. After organizing the tasks with your group (min. 3 people, max. 5 people), go to PROJECT SPECIFICATIONS below and assign each member a role.
3. When preparing your project, remember the main objective:

Explain the content of the **video in a dynamic way, using your own words**. You can add local examples on how IATA will affect your future work life in the tourism industry and illustrate how these are applied in your local setting.

## PROJECT SPECIFICATIONS

- The oral presentation should be a minimum of five minutes long and a maximum of 12 to 15 minutes long.
- The use of visual aids will be supported by a presentation software such as PowerPoint or Prezi. Include 80% images and 20% text. Try to avoid text as much as possible, only providing titles and codes when needed so as to not to read from the presentation. Use of notes is accepted only sporadically. Be sure to maintain an engaging tone of voice, use hand gestures and maintain eye contact with your audience. Your teacher will provide dress code specifications if required.

## CONTENT

1. Introduce yourself, the members of your group and greet your audience.
2. Explain IATA's mission, who they represent and how the travel industry is impacted by their standards and policies.
3. Clearly state the importance of standard policies in the industry.
4. Include a timeline that shows the implementation of IATA's policies over time and explanations about the policies. Provide the reasons for the new standards or rules that IATA has implemented, as well as the importance of these landmark policies.
5. Reflect on the need for standards in a global industry and how these standards can help you provide a better service for customers. Take notes of any other conclusion you come to as a group.
6. Provide a general definition of the different IATA-related documents that appear in the video (Travel Agent's Handbook / Travel Information Manual / Live Animals Regulations). Provide examples for health documentation (at least three) and show a Live Animal Regulations example (could be a document or a general regulation taken from any airline). **DO NOT BUY THE LAR BOOK ON IATA.ORG.**
7. Explain the concepts of lobbying power, communicational campaign, efficiency, safety, and sustainability as they are mentioned on the video.
8. Towards the end of your presentation, you must provide (as a group) a conclusion in which you reflect on the things you learned and any other interesting findings (could be related or unrelated to the content of the presentation).
9. Mark the end of your presentation using a closing phrase such as, "Thank you for your attention." or something similar and prepare a last slide titled, "Questions?" or something similar to receive questions and/or feedback from your audience.

\* Important: A crucial part of the project is actually bringing the presentation to class so double check and save your PowerPoint or similar presentation on a computer, send it to your email, and have it readily available on the day of the presentation on a storage device (flash drive). Appoint two members of the group who will be in charge of having your PowerPoint or Prezi or any other electronic-or paper-based visuals on the day of your presentation.

<p><b>Follow up</b></p>	<p><b>1.</b> Do some research and answer these questions. Write a report and send it to your teacher.</p> <p><b>a)</b> What other statistics does IATA manage?</p> <p><b>b)</b> List five other standards or policies that IATA, or other organizations related to the travel industry, have agreed on.</p> <p><b>c)</b> Explore and define the following concepts:</p> <ul style="list-style-type: none"> <li>- Traffic documents</li> <li>- Electronic ticketing procedures</li> <li>- Commission conditions</li> <li>- Agency fees</li> <li>- Regulations concerning invoicing</li> </ul> <p><b>2.</b> Read the Travel Agent’s Handbook as a group and section it into equal chapters. Then, provide a summary of its most important aspects.</p>
<p><b>Variation</b></p>	<p>In case an internet connection is not available, the teacher can download the video in an MP4 format or students can watch it at home. Students can use posters instead of software to provide visual support for their presentation.</p> <p>It is also possible to evaluate this on an individual basis, choosing what aspects of the video to focus on or providing only the script portion of the video.</p>

# Unit II: Tourist Customer Service



**Goals:** Fluently produce and understand short and clear oral and written texts in communicative situations that involve differing points of view, in order to interact and become aware of one's own identity.

**Skills:** Listening, Reading, Speaking, Writing.

**Project:** Assessing Global Accessibility in local tourist facilities.

## ★ 25 KEY WORDS

Accessibility (n.)	Complain (v.)	Polite (adj.)
Accommodation (n.)	Delayed (n.)	Requirements (n.)
Accountability (n.)	Disabilities (n.)	Self-Esteem (n.)
Amenities (n.)	Empathy (n.)	Souvenir (n.)
Approachable (adj.)	Feedback (n.)	Stolen (v.)
Arrangements (n.)	Holiday (n.)	Toiletries (n.)
Awareness (n.)	Inclusion (n.)	Transfer (v.)
Baggage (n.)	Insurance (n.)	
Brochure (n.)	Luggage (n.)	



## Lesson 1: Listening Comprehension

### BEFORE YOU LISTEN

A. Look at the images and match them to their meaning in the opposite column.

	COLUMN A
1	
2	
3	
4	
5	
6	

	COLUMN B
	Lost baggage
	An accident
	Lost documents
	Stolen camera
	Missing a bus
	Upset stomach



**B.** Discuss and think about the following situations. Work with a group (max. 4 classmates) and share your experiences in English. Report to the class as a group.

**a)** Have you or someone you know ever missed a bus? Share your story with your classmates.



**b)** How do you think someone feels when they go through that experience? Tick all that apply.

sad       angry       relaxed       frustrated

happy       disappointed       hopeless

**C.** You will listen to Mrs. Klein's call with her travel agent Alan. What do you think the conversation will be about?

1. She needs assistance
2. She has a complaint
3. She wants to book a flight

**E.** From Mrs. Klein's tone of voice, what emotions can you sense?

1. frustration      2. worriedness      3. both 1) and 2)      4. relaxed

## WHILE YOU LISTEN

**E.** Listen to the call again and choose the correct answer based on the phone call you just listened to. You can listen to the conversation again as needed.

**1.** What is the purpose of Mrs. Klein's call?

- A.** She is requesting assistance.
- B.** She wants to file a complaint.
- C.** She needs to cancel a flight reservation.

**2.** Why did she miss her flight?

- A.** She was late due to a traffic jam on her way to the airport.
- B.** She had the wrong information and thinks it's the travel agency's fault.
- C.** She thought she had time to buy souvenirs as her flight was delayed.

**3.** What happened to her luggage (also called bags or suitcases)?

- A.** She left them at the hotel and will have to go get them.
- B.** She checked her bags early, and they are on the plane on the way to Santiago.
- C.** She got her luggage stolen upon arrival at the airport.

**4.** What does Alan suggest?

- A.** To stay at a hotel in Arica and take the next flight tomorrow morning.
- B.** To try to catch another plane tonight and stay at the airport
- C.** To get a train and then a bus so she can get her luggage in time.

**5.** How much money will Mrs. Klein have to pay for the extra arrangements?

- A.** She will have to pay 60 USD in total.
- B.** She will have to pay 60 USD for the hotel plus 13 USD for the transfers.
- C.** She will have to pay 90 USD in total.



## AFTER YOU LISTEN

**G.** Read the sentences and fill in the gaps with words and phrases from the box (phrases taken from the previous dialogue).

**stranded / luggage / airline / delayed / departure remain  
calm / seat / flight / single / toiletries  
covered / travel insurance / above / beyond**

- a)** I'm (1) \_\_\_\_\_ at the airport without my (2) \_\_\_\_\_ .
- b)** The (3) \_\_\_\_\_ announced that the flight was (4) \_\_\_\_\_ and the new (5) \_\_\_\_\_ would be 5 pm.
- c)** Try to (6) \_\_\_\_\_ as I try to get you a (7) \_\_\_\_\_ on tomorrow's (8) \_\_\_\_\_ .
- d)** There's a (9) \_\_\_\_\_ room just 20 minutes away and they offer (10) \_\_\_\_\_.
- e)** The rest of the itinerary changes are (11) \_\_\_\_\_ by your (12) \_\_\_\_\_.
- f)** You've gone (13) \_\_\_\_\_ and (14) \_\_\_\_\_ my expectations.

**H.** Read these statements and decide whether they are True (T) or False (F).

		TRUE	FALSE
<b>1</b>	Mrs. Klein is angry and a difficult customer to deal with.		
<b>2</b>	Alan, the travel agent is empathetic, and committed to assisting Mrs. Klein.		
<b>3</b>	The hotel does not have a restaurant, so breakfast is not included.		
<b>4</b>	Mrs. Klein thinks Alan's suggestion is too expensive and rejects the idea.		
<b>5</b>	Mrs. Klein is proud and happy that she decided to purchase travel insurance.		
<b>6</b>	Alan is helpful and manages the situation in a professional manner.		



## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Discuss the following questions with a partner. Have you heard about “body language” or “nonverbal communication”?

B. Body language is a set of features that are nonverbal forms of communication. Below you will find examples and their illustrations.



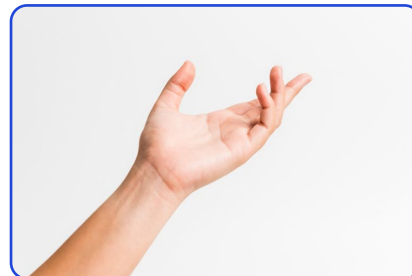
**BODY POSTURE**



**EYE CONTACT**



**TONE OF VOICE**



**HAND GESTURES**



**FACIAL EXPRESSIONS**


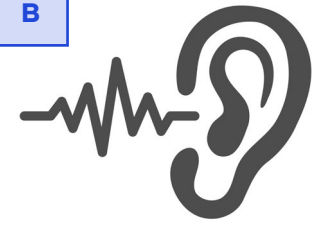
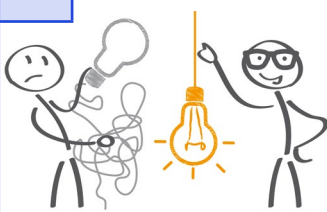
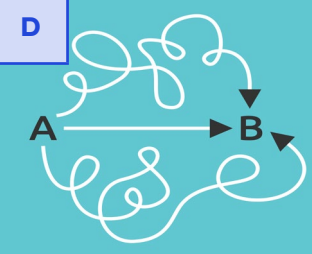

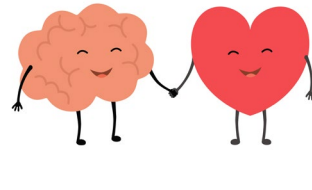
**C.** Read the terms in Column A and find their meaning in Column B. Use letters to answer this exercise.

<b>A</b>	<b>Being a good listener</b>
<b>B</b>	<b>Self-confidence</b>
<b>C</b>	<b>Empathy</b>

<b>1</b>		To believe in yourself and be certain you can do anything you put your mind to. High self-esteem.
<b>2</b>		To put yourself in someone else's shoes. Making an effort to understand someone else's feelings and how a situation affects them.
<b>3</b>		Listen carefully in order to know exactly what the other person needs and how you can help them. Your body language and responses demonstrate that you are actively listening.

**D.** You will read a short article about communication skills. The words below are the titles of each section. Use the letters next to each image to match them with the concepts in Column A.

COLUMN A	
	Confidence
	Empathy
	Clarity
	Nonverbal Communication
	Active Listening
	Concision

COLUMN B			
<b>A</b>		<b>B</b>	
<b>C</b>		<b>D</b>	
<b>E</b>		<b>F</b>	



E. Read the article and choose the title that corresponds to each section. You can find the titles in Exercise C (A-E) in this lesson. Write each title in the space provided.

**Non Verbal Communication / Empathy / Clarity and Concision  
Confidence / Active Listening**

**Communication skills will help you be successful throughout your career.**

**Top 10 Communication Skills**

You can make a solid first impression with clients by developing the following skills:

**1. \_\_\_\_\_**

Being a good listener is one of the best ways to be a good communicator. If you're not a good listener, it's going to be hard to comprehend what you're being asked to do.

Take the time to practice active listening. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is...").

**2. \_\_\_\_\_**

Your body language, eye contact, hand gestures, and tone of voice all color the message you are trying **to convey**.

A relaxed, open stance (arms open, legs relaxed), a friendly tone and eye contact will make you appear **approachable** and will encourage others to speak openly with you.

**3. \_\_\_\_\_**

Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email.

Think about what you want to say before you say it. This will help you to avoid talking excessively or confusing your audience.

**4. \_\_\_\_\_**

Confidence shows others that you believe in what you're saying and will **follow through**.

It can be as simple as making eye contact or using a firm, but friendly tone. Avoid making statements sound like questions.

**5. \_\_\_\_\_**

Active listening can help you **tune in** to what your conversational partner is thinking and feeling, which will, in turn, make it easier to **display** empathy.

Even when you **disagree** with another person, it is important for you to understand and respect their **point of view**.

Adapted from Doyle, A. D. (2020, September 17). *These Are the Communication Skills Employers Look for in Employees*. The Balance Careers.

<https://www.thebalancecareers.com/communication-skills-list-2063779>

**F.** Focus on the words that are highlighted in the text and use them to fill in the gaps in the sentences below.

1. I \_\_\_\_\_ with your opinion on vegetarianism, but I respect and understand your point of view \_\_\_\_\_ .
2. When he says he will \_\_\_\_\_ , he means he will get things done and will not stop until he reaches his objective.
3. To express or to communicate is a synonym of \_\_\_\_\_ .
4. To \_\_\_\_\_ to someone means to be in the same vibe or harmony. You can easily understand their feelings and read their body language because there's a connection.
5. Sarah, my new boss, is very \_\_\_\_\_ . She told us we could contact her at any time if we need her.
6. They \_\_\_\_\_ their trophies on a shelf for everyone to see.

**AFTER YOU READ**



**G.** Read these statements and decide if they are consistent with the text. If not, correct those using the space provided. Tick (✓) or cross (✗) accordingly.

<b>A</b>	If you're not a good listener, it's going to be easy to comprehend what you're being asked to do.
<b>B</b>	Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding.
<b>C</b>	A relaxed, open stance, a friendly tone and eye contact will encourage others to speak openly with you.
<b>D</b>	Clarity and concision has to with conveying your message in as many words as possible.
<b>E</b>	Confidence can be as simple as making eye contact or using a firm but friendly tone.
<b>F</b>	When you disagree with another person, it isn't necessary to understand and respect their point of view.

**CORRECTIONS**




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## Lesson III: Speaking

### WARM UP

A. Discuss the following questions with a partner.



1. Have you heard of IATA's 3-letter airport codes before?
2. Why are the codes important?

B. These are some Chilean codes according to IATA's three-letter code. Write the codes under the image that represents the city where the airport is located.

CJC / ANF / IQQ / PUC / LSC / ZCO / ARI / IPC / PUX



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

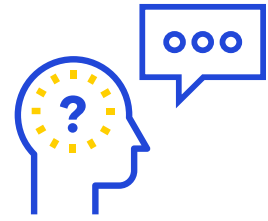


8. \_\_\_\_\_



9. \_\_\_\_\_

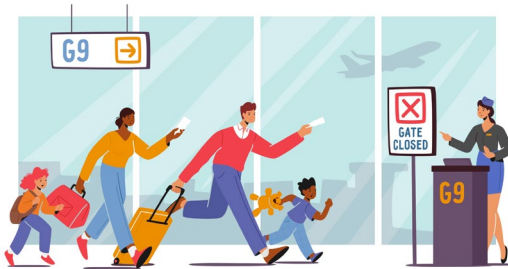
**C.** Think and discuss. Work with a partner and brainstorm the interactions that you might have with other team members (suppliers and distributors) within the travel industry.



For example: Would a travel agent need help or cooperation from hotels? Or the other way around. Share your thoughts with the class (orally).

BRAINSTORM / Possible Interactions between suppliers and distributors

**D.** Sometimes, travelers run into difficult situations. Can you think of other scenarios that would require assistance from you, as a travel agent? Discuss with a partner (10 to 15 minutes). Use the diagram to order your ideas. There is an example for each different scenario.



Possible guiding questions:

- What could go wrong at a hotel or during a tour?
- What would I do in those situations?

HOTEL
- Tourist asked for a double room and the hotel booked a single room.

TOUR
- Tour agency cancelled the tour at the last minute.

## INPUT AND ELICITING

**E.** Now, categorize the phrases into polite and impolite. If you decide a statement is not polite enough, provide a variation to make it more polite.

Take a look at these common phrases to ask for help that might come in handy in the future. Practice their pronunciation with a partner. Focus on intonation and stress when asking questions.

	Polite	Impolite
Can/Could you give me a hand with this?		
Could you help me for a second?		
Can I ask a favor?		
I wonder if you could help me with this.		
I could do with some help, please.		
I can't manage. Can you help?		
Give me a hand with this, will you?		
Lend me a hand with this, will you?		
Could you spare a moment?		
I need some help, please.		

**F.** Now, categorize the phrases into polite / non polite. If you decide a statement is not polite enough, provide a variation to make it more polite. Follow exercise 5.0 as an example

0	Can you give me a hand with this?	Would you give me a hand with this, please?
1	Could you help me for a second?	
2	Can I ask a favor?	
3	I wonder if you could help me with this.	
4	I could do with some help, please.	
5	I can't manage. Can you help?	
6	Give me a hand with this, will you?	
7	Lend me a hand with this, will you?	
8	Could you spare a moment?	
9	I need some help, please.	

Adapted from: *Asking for help (Advanced)*. (n.d.). International House of Bristol.

<https://www.ihbristol.com/useful-english-expressions/example/asking-help-4>



## CONTROLLED PRACTICE

**G.** Read the dialogue between a hotel and a travel agency. Pay attention to the expressions used.

**Marcos:** Good afternoon, you've reached Adrenalin Adventure. This is Marcos speaking.

**Natalia:** Hello Marcos, how are you? This is Natalia from Sunny Hostel here in Antofagasta.

**Marcos:** Hi Natalia, I'm great. How can I help?

**Natalia:** I was wondering if you could help me with a mutual client. I just wanted to double check on his itinerary. Could you confirm times and activities, please?

**Marcos:** Sure. What's his name or booking number?

**Natalia:** His name is Geoffrey Hawke and his booking number is 60477658

**Marcos:** Could you spell his name, please?

**Natalia:** Yes, of course. It's G-E-O double F R-E-Y

**Marcos:** Does that start with a G or a D?

**Natalia:** G as in golf and his last name is H as in hotel, A as in alpha, W as in Washington, K as in kilo and E as in echo, if that helps.

**Marcos:** Great, thank you. I have his itinerary here with me. He arrives tomorrow night, that's September 12th, on flight LA234 from SCL airport and he is doing 3 full-day excursions with us, starting on Sept 13th.

**Natalia:** Could you please confirm if he's doing private or shared tours?

**Marcos:** All private tours, Natalia. Please remind Mr. Hawke that pickup will be at 9 am every day and that lunch is not included.

**Natalia:** Absolutely, I'll remind him about pickup hours and lunch. Thank you so much for your help, Marcos. We'll be in touch. Have a great day!

**Marcos:** No problem, Natalia! See you around!

## CONTROLLED PRACTICE

**G.** Now that you know how to ask for help, create your own dialogue. Remember to include passenger information and practice how to ask for help in a polite manner. Try using IATA codes as well. Interactions could be:

- A tour guide calling the hotel to change or cancel an itinerary due to bad weather.
- An airport staff member calling a hotel to leave a message for a client about lost bags.
- A car rental company calling a hotel to confirm availability of a 4 x 4 vehicle.

**J.** Practice your dialogue with a partner.

## EXIT TICKET

K. Answer this short auto evaluation questions using a Tick (✓) or cross (X) accordingly.

	I am now able to ask for help in a polite manner.
	I was able to practice a dialogue and improved my fluency when speaking.
	I feel more confident and I enjoyed role playing in class.



## Lesson IV: Writing

### PRE WRITING

A. You are going to write a tourist brochure about a national or international destination.



Remember a tourist brochure provides information for people who want to visit the area. It is a visual marketing resource that must contain both inspiring photos and inspiring content in the form of text.

Here are some more ideas on things to include:

- Testimonials
- Location and maps (**ACCESS & ACCOMMODATIONS**)
- Fun facts about the area
- Suggestions for something new to try (**ACTIVITIES**)
- Historic sites (**ATTRACTIONS**)
- Recommendation for best restaurants and coffee shops (**AMENITIES**)

Adapted from: Magalhães, M. January 23). *How To Make a Travel Brochure and Leaflet*. Forty8Creates.

<https://forty8creates.com/how-to-make-travel-brochure-and-leaflet/>

**B.** Brainstorm possible locations that you have visited or that you would like to visit. You can also choose to write a touristic brochure of where you live or a specific tourist attraction (restaurant, Main Square, and old building, etc.).

- Possible places or attractions

-

-

-

-

## DRAFTING

**C.** Write a first draft (text only) and share your work with a partner.

Follow these guidelines:

- Cover (Attractive heading)
- Write a different paragraph for each section (see above or follow the 5 As)
- You can choose to create a general information brochure about a city or attraction, or you can act as a travel agency promoting a specific activity and/or location (in this case you will need to add prices and contact information).

## REVISING

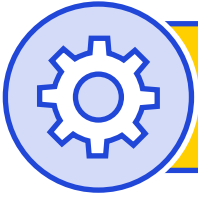
**D.** Revise each other's work and be open to feedback. Contribute to each other's work in a respectful manner. Start looking for pictures and decide on the design and style you would like your tourist brochure to have.

## EDITING

**E.** Edit your work using your insight and the feedback you received from your classmate. Double check any grammar, typos, or spelling mistakes. Now you can use PowerPoint or make an actual paper-based brochure that includes both images and text. Remember, a tourist brochure is meant to influence a traveler's choice for an upcoming holiday, so make it as attractive and complete as you can.

## PUBLISHING

**F.** Share your work with the class either online or in front of the class.



## Project: "Assessing Global Accessibility in local tourist facilities"

<b>Name of the Project:</b>	"Assessing Global Accessibility in local tourist facilities"
<b>Level:</b>	Pre-intermediate
<b>Time:</b>	6 hours
<b>General aims:</b>	<p>Students will assess local facilities in order to check whether they have implemented access requirements for people with disabilities.</p> <p>Students will conduct a local survey and present the results to the class along with recommendations based on UNWTO's Best Practices in Accessible Tourism.</p> <p>Students will have a chance to promote awareness on universal access in tourism.</p>
<b>Language aims:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- practice, use, and consolidate vocabulary related to accessible tourism.</li> <li>- conduct an investigation and present the results using graphs and following the scientific method.</li> </ul>
<b>Resources / Materials:</b>	<p>Computer and presentation software (PowerPoint, Prezi, etc.)</p> <p>Questionnaire</p> <p>Internet</p>
<b>Teacher's role:</b>	<p>The teacher will monitor students' work and answer questions related to the project.</p> <p>The teacher will provide opportunities for students to conduct their own research and will propose local tourist destinations for students to visit (either in-person or virtual visits).</p> <p>The teacher will reinforce the idea of teamwork so that everyone in the group participates in all areas of this project.</p>
<b>Students' roles:</b>	<p>Students will work as a team to conduct a survey and then present the results to the class.</p> <p>In order to work as a team, they should assign the following roles:</p> <ul style="list-style-type: none"> <li>- Location master: Person who will be in charge of finding and contacting the locations and/or people to conduct the survey.</li> <li>- Material keeper: Person who will be in charge of filing the survey and all other notes and materials.</li> <li>- Designer: Person who will lead the graphic display of results for the oral presentation.</li> <li>- Accessibility master: Person who will check the facilities on the site (measuring and checking universal access compliance).</li> </ul>

## PROCEDURE

A. Read and reflect on these excerpt from UNWTO's Manual on Accessible Tourism for All.

"Direct and personal access by each human being to the discovery of our planet's wealth **is a right**.

Persons with disabilities and specific access requirements are calling for a place in tourism activities. In response, many actors in this sector are committed to initiatives dedicated to adapting their products to different consumer profiles, in support of Tourism for All.

A change in mindset and in the model for tourism services provision is necessary, not only to respect the human rights of persons with disabilities and their families, but also to meet a major market demand, which could significantly increase the competitiveness and growth of tourism destinations and businesses."

B. Do you agree that Universal Access is a human right? Discuss.

C. You will conduct a survey to assess one or more local tourist destinations or facilities. Examples include:

- Restaurants
- Lodging (cabins, hotel, hostel, camping, etc.)
- An attraction such as a viewpoint, a beach, or a local tourist activity (amusement park, river, lake, canopy tours, etc.)

D. Read the Accessibility Questionnaire in the Appendix and get familiarized with its content. Look up the words you don't understand. You can include an extra set of questions in case you'd like to add more.

E. You will analyze the results and present them to the class including recommendations or amendments you would propose in order to improve access to the particular facility(ies) you assessed. (5 to 10 minutes max. for the oral presentation).

## FOLLOW-UP

### F. CASE STUDY:

1. Check out the article on **WHEEL THE WORLD** and take notes about the modifications that Alejandra, from Snorkeling Rapa Nui, had to make to be the first “adaptive mobile diving center” in the country.  
<https://gowheeltheworld.com/2020/12/11/accessible-easter-island-accessibility-details/>
2. Do you know of any other tour operator or member of the travel industry in Chile that has adhered to Access for All principles?
3. Investigate further and write a report.

## VARIATIONS

- G. Depending on availability, you can assess tourist facilities from other regions via email and you can always present using paper-based materials to replace multimedia in case the internet or a computer are not available at your school/home.

# Unit III: Heritage, Culture and Chilean Tourist Attractions



**Goal:** Produce short and clear oral and written texts in contexts related to students' interests and concerns, in order to express a critical personal posture with respect to the opinions of others.

**Skills:** Listening, Reading, Speaking, Writing.

**Project:** Living Human Treasures in Chile.

## ★ 24 KEY WORDS

Authentic (adj.)	Handicrafts (n.)	Saltpeter (n.)
Birdwatching (n.)	Heritage (n.)	Schedule (n.)
Community (n.)	Host (n.)	Seasonal (adj.)
Conservation (n.)	Legacy (n.)	Sustainable (adj.)
Cooperative (adj.)	Outdoors (n.)	Traditional (adj.)
Culture (n.)	Performer (n.)	Wealth (n.)
Downtown (adj.)	Restore (v.)	
Emerging (adj.)	Routes (n.)	
Ethno-tourism (n.)	Rural (adj.)	



## Lesson 1: Listening Comprehension

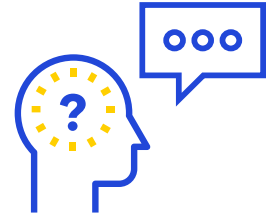
### BEFORE YOU LISTEN

A. Think & Discuss with your class. Have you heard about ghost towns?

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B. Work with a partner and describe the photos. Include any feelings you might get when you see them.



### Describing an image:

You can see/ I see \_\_\_\_\_ and \_\_\_\_\_

Also \_\_\_\_\_

It makes me feel \_\_\_\_\_

I like / don't like this place because \_\_\_\_\_



C. Do you have an idea of where you might find a ghost town in Chile? Make a guess and write it down.

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D. Fill in the gaps using the words from the box to match the definitions.

**Authentic - Cooperative - Saltpeter - Downtown - Heritage - Wealth  
Legacy - Tourist attraction - Culture - Restore - Oasis - Conservation**

1. \_\_\_\_\_ : the habits, traditions, and beliefs of a country or group of people.
2. \_\_\_\_\_ : features belonging to the culture of a particular society, such as traditions, languages, or buildings that were created in the past and still have historical importance.
3. \_\_\_\_\_ : a place that people visit for pleasure and interest, usually while they are on holiday.
4. \_\_\_\_\_ : something real, true, or what people say it is.
5. \_\_\_\_\_ : the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity.
6. \_\_\_\_\_ : formed and managed by the people who work in it, or made up of several similar companies or organizations working together.
7. \_\_\_\_\_ : a place in a desert where there is water and therefore plants and trees and sometimes a village or town.

8. \_\_\_\_\_: a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilizers (= substances that help plants grow).
9. \_\_\_\_\_: something that is a part of your history or that remains from an earlier time.
10. \_\_\_\_\_: to return something or someone to an earlier condition or position, or to bring something back into existence.
11. \_\_\_\_\_: a large amount of money or valuable possessions that someone has.
12. \_\_\_\_\_: the business or central part of a city.

### WHILE YOU LISTEN

[Click here to listen](#) 

E. You will hear a dialogue that takes place at a local tourist information office. Mrs. Graham would like some information about nearby tourist attractions. Try to identify the vocabulary from Exercise D (1-12).

### AFTER YOU LISTEN

F. Read and answer the questions below. Circle the correct alternative.

1. Which is true about Mrs. Graham's interests?

- A. Mrs. Graham is interested in extreme activities.
- B. Mrs. Graham is interested in culture, heritage, and history.
- C. Mrs. Graham is interested in water sports and handicrafts.
- D. Mrs. Graham is not interested in historical sites.

2. What does Mrs. Graham say about the Pica Oasis?

- A. Mrs. Graham would like more information about the Pica Oasis.
- B. Mrs. Graham says the visit was a waste of time.
- C. Mrs. Graham enjoyed her visit to the Pica Oasis.
- D. Mrs. Graham didn't enjoy her visit to the Pica Oasis because she didn't visit the museum.

**3.** Gabriela recommends Mrs. Graham to

- A.** visit local museums, and beaches.
- B.** visit Pica Oasis and hot springs.
- C.** visit Humberstone and Santa Laura Saltpeter Works.
- D.** visit the local agricultural cooperative.

**4.** What does Gabriela say about pampinos?

- A.** She says that they lived in the Pica Oasis and had a local agricultural cooperative.
- B.** She says that pampinos' main legacy was their struggle for social justice.
- C.** She says that pampinos lived and worked in the Atacama Desert.
- D.** Both B and C are correct.

**5.** According to Gabriela, sodium nitrate (saltpeter) produced great wealth for Chile between the years

- A.** 1880 and 1930.
- B.** 880 and 930.
- C.** 1818 and 1913.
- D.** 1818 and 1930.

**6.** What does Mrs. Graham ask Gabriela towards the end of their interaction?

- A.** Mrs. Graham requests further guidance on how to access Humberstone's website.
- B.** Mrs. Graham asks for more information on local fruit markets and restaurants.
- C.** Mrs. Graham asks for guidance on agencies that offer guided tours to Humberstone and Santa Laura Saltpeter Works.
- D.** Mrs. Graham would like to know more about the Humboldt current and its connection to the Atacama Desert.

**7.** Why is Mrs. Graham excited to visit the place Gabriela recommends?

- A.** Because she will have the chance to access a vital part of history in an authentic setting.
- B.** Because she will be able to visit a ghost town in the driest place on Earth.
- C.** Because Gabriela will go as her guide and lunch is included.
- D.** Both A and B are correct.

**G. Fill in the gaps with the words from the box.**

**History - Restored - Protect - Fascinating - Pioneers - Major - Deposit  
Impact - Recommend - Declared - Took - To visit - Heritage - Legacy**

1. I was wondering if you could \_\_\_\_\_ activities and places \_\_\_\_\_ here in this region.
2. Yesterday, I \_\_\_\_\_ a tour to the Pica Oasis.
3. They were \_\_\_\_\_ a World \_\_\_\_\_ Site by UNESCO in 2005.
4. It's a \_\_\_\_\_ visit with lots of \_\_\_\_\_ .
5. They were \_\_\_\_\_ in many ways, but their main \_\_\_\_\_ is their struggle for social justice, which had a profound \_\_\_\_\_ on social history.
7. The north of Chile is home to the largest \_\_\_\_\_ of saltpeter in the world.
8. You will also be able to see recently \_\_\_\_\_ places.
9. It's one of the last oficinas still standing, and \_\_\_\_\_ efforts have been made to \_\_\_\_\_ this World Heritage Site.



## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Look at the images of UNESCO World Heritage Sites in Chile and identify them using the locations from the box.



Historic Quarter of the Seaport City of Valparaíso  
Humberstone and Santa Laura Saltpeter Works  
Qhapaq Ñan, Andean Road System - Sewell Mining Town  
Rapa Nui National Park - Churches of Chiloé



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_

**B.** Read the definition of tangible and intangible heritage. Then, write Tangible or Intangible in the images below.

Some examples of **physical heritage** are built structures, cultural landscapes, historic sites, ruins, archaeological sites, sites associated with mining, industrial, scientific and agricultural heritage; museums, festivals, botanic and public gardens, etc.).

**Intangible Heritage**, on the other hand, can be oral traditions, languages, rituals and beliefs, social practices, knowledge, human activities, multicultural interactions, and stories and histories that shape the essence and character of a host community.

Adapted from: Tangible and Intangible Cultural Heritage. (2014, November 27). Riches Resources  
<https://www.learnupon.com/blog/employee-training-programs/>



1. Monkey Puzzle tree  
(Araucaria Araucana)



2. Valdivian Fort Systems



3. Traditional cooking methods



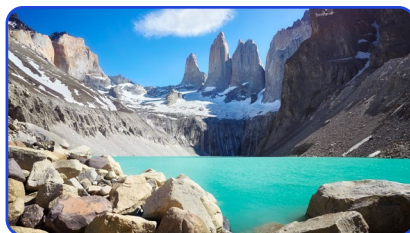
4. Traditional songs



5. Tular village  
(archaeological ruins)



6. Traditional dances

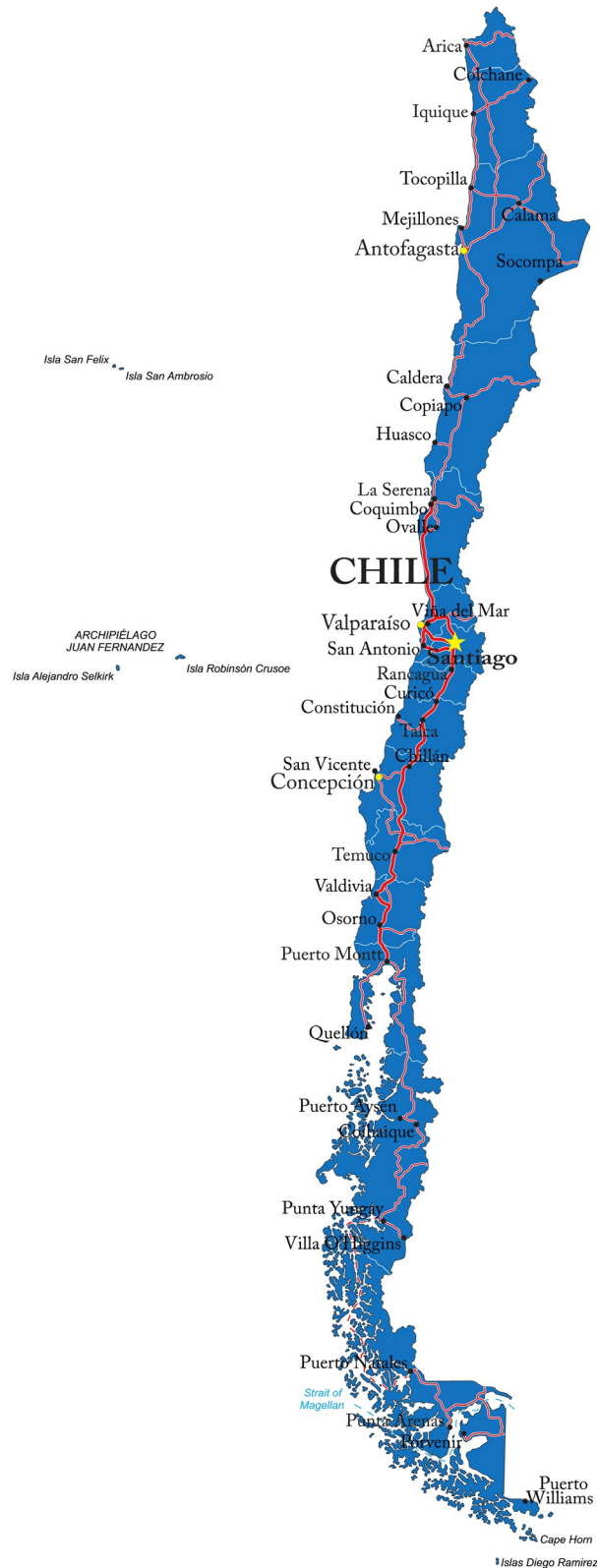


7. Torres del Paine National Park



8. The art of weaving a loom

D. You will read an article about a destination in the south of Chile. Where do you think this place could be located? Use an asterisk (\*) to indicate the area or region.



## WHILE YOU READ



- E.** Read the text and underline the words you know as well as new vocabulary (at least 10). Use different colors to differentiate between them, and make a list of the words you don't know. After reading the text, look up their meaning in a dictionary and write their definition.

NEW VOCABULARY

### **A HERITAGE TOURISM EXPERIENCE: BUDI LAKE AND MAPUCHE CULTURE**

The National Trust for Historic Preservation defines heritage tourism as “traveling to experience the places, artifacts, and activities that authentically represent the stories and people of the past and present. It includes visitation to cultural, historic, and natural resources.”

This article will focus on Lake Budi as an emerging destination in Chile, and the indigenous community that aspires to transform it into a sustainable tourist attraction.

Lake Budi is known for being the only saltwater lake in Latin America and one of the few that flows into the sea in the region. Located just 100 kilometers from Temuco in Puerto Saavedra, Lake Budi is characterized by its Mapuche and ancestral traditions. It is one of the most extensive bodies of water on the coast of the Araucanía Region (51 km<sup>2</sup>), and it is slowly becoming a vibrant tourist destination.

Although a bit less famous than other lakes located near the Andes, like Villarrica in Pucón, this emerging destination attracts people from all over the world who would like to experience the local indigenous culture in a sustainable manner.

The Llaguepulli community lives in this privileged location that offers panoramic views of Lake Budi and the Pacific Ocean. This Lafkenche community has worked together to create one of few Mapuche-run touristic programs that offer travelers authentic cultural experiences. They have opened their houses and now provide a wide variety of activities including the opportunity to spend the night at a traditional ruka and various workshops and tours such as loom weaving workshops, artisanal fishing, and even rides on a cart pulled by oxen.



An important aspect of this immersion is Mapuche cuisine. In addition to cooking and sampling traditional dishes, the community also teaches visitors about the medicinal properties of the plants that they grow in their organic garden.

Night time activities include talks by the fire about Mapuche world views and spirituality, accompanied by mate, a local hot beverage that is shared, with the host and his/her family.

There are some specific activities that are seasonal such as sheep shearing and harvesting potatoes, cereals, and legumes.

Lake Budi is also a great destination for nature lovers and adventure travelers. There are kayak and boat tours that surround the area and provide birdwatching opportunities. With a surface area of 10 km<sup>2</sup>, Huapi is the largest island on Lake Budi. The Huapi Bridge, the point linking the island with the rest of the continent, is a perfect place for birdwatching. There are more than 130 species of birds found there, and Lake Budi is home to more than 30% of the species of birds registered nationally. Other popular activities are horseback riding tours and several trekking routes along the coast.

Lake Budi and the community of Llaguepulli are national models of self-management in ethno-tourism. All of their decisions are based on a deep respect for nature and with full participation of the community. They have plans in place to continue working towards the preservation of their culture and the environment with an emphasis on sustainability in their territory.

## AFTER YOU READ

F. Answer the following questions according to the text.



1. What makes Lake Budi different from other lakes?

- A. It is located in the Andes and it flows to the sea.
- B. It is the best fishing spot in the Araucanía Region.
- C. It is the only saltwater lake in Latin America.
- D. Both A and B.

2. Where is Lake Budi located, and how large is it?

- A. Lake Budi is located in Puerto Saavedra, and it is 51 km<sup>2</sup>.
- B. Lake Budi is located near Temuco, and it is 51 km<sup>2</sup>.
- C. Lake Budi is located in Pucón, and it is 51 km<sup>2</sup>.
- D. Lake Budi is located in Puerto Saavedra, and it is 15 km<sup>2</sup>.

**3.** What kind of activities can you find near Lake Budi?

- A.** There are cultural activities including loom weaving workshops and medicinal plant classes.
- B.** There are water activities such as kayak and boat tours.
- C.** There are many trekking routes available and horseback riding tours as well.
- D.** All of the above.

**4.** What type of seasonal activities are available at this destination?

- A.** Spending the night in a ruka and sharing meals with the host.
- B.** Sheep shearing and birdwatching.
- C.** Harvesting and sheep shearing are seasonal activities.
- D.** Artisanal fishing and harvesting.

**5.** According to the text, which is the best place for birdwatching?

- A.** Kayak and boat tours are the best way to go birdwatching.
- B.** The best view is on top of a horse on the west side of the lake.
- C.** The best place is the Huapi Bridge that connects Huapi Island with the continent.
- D.** From Huapi Island you can see the majority of birds.

**6.** Who runs local tours in Lake Budi?

- A.** The Llaguepulli community is in charge of running local tours.
- B.** The Tourism Board runs local tours.
- C.** The municipality and SERNATUR run local tours.
- D.** Both B and C are correct.

**7.** What are the plans for the future in regards to the tourism industry at Lake Budi?

- A.** They plan to create a new bridge to Huapi Island.
- B.** They plan to continue working on the preservation of their culture and the environment.
- C.** They plan to emphasize sustainability in their territory.
- D.** Both B and C are correct.

**G.** Do you agree with the following statements? If you do, put a tick (✓) next to the statement, and provide justification. If you don't agree, use a cross (✗), and provide justification as well.

1. A visit to Lake Budi can be considered heritage tourism. \_\_\_\_\_

\_\_\_\_\_

2. Lake Budi attracts travelers who would like to experience local indigenous culture in a sustainable manner. \_\_\_\_\_

\_\_\_\_\_

3. Lake Budi is more famous than Lake Villarrica in Pucón. \_\_\_\_\_

\_\_\_\_\_

4. At night, there are no activities planned. \_\_\_\_\_

\_\_\_\_\_

5. Lake Budi is home to more than 30% of the species of birds registered nationally. \_\_\_\_\_

\_\_\_\_\_

6. The Llaguepulli community makes decisions based on individual decisions with little respect for nature. \_\_\_\_\_

\_\_\_\_\_



## Lesson III: Speaking

### WARM UP

**A.** Answer the questions and provide a justification.

**1. Do you prefer administrative work (office work) or working outdoors?**

I prefer \_\_\_\_\_.

**2. Why?**

Because \_\_\_\_\_.

**B.** Work with a partner and think about where you would like to work in the future and provide pros and cons. You can choose from the list of places from the box or come up with your own ideas. Follow the example.



**Hotel - Airport - Ski resort - National Park - Tour agency**  
**Restaurant - Museum - Cruise ship**

WORKPLACE	PROS (advantages)	CONS (disadvantages)
Airport	Employee discount / Aviation fascinates me	Long shifts, sometimes demanding and stressful

**C.** Go around the class and ask your classmates where they would like to work. Write the name next to the workplace. Whoever finishes first can help his/her classmates.

Find someone who would like to work...

	Name
At a hotel or other lodging.	
At the airport.	
At a travel agency.	
In a National Park or other outdoor location (tour guide).	
On a cruise ship.	
At a museum.	
At a restaurant or casino.	

Would you like to work at/in/on \_\_\_\_\_? / Where would you like to work?


### CONTROLLED PRACTICE

**E.** Work with a partner and ask each other about what your ideal workplace would be. Use the example. Make sure to practice both interactions.



**Example:**

**A:** Cristobal, where would you like to work in the future?

**B:** I would like to work at the airport.

**A:** Nice. May I ask why would you like to work at the airport?

**B:** Sure. I would like to work at the airport because I am fascinated by airplanes and sometimes employees get airfare discounts.

**A:** Interesting. Is there a disadvantage or any cons that you can think of?

**B:** Yes, shifts are probably long, and it might be stressful at times to deal with people.

## FREER PRACTICE



**F.** Use the model given in the previous example and your answers from Exercise B to practice your own dialogue. Here is a model that you can follow. (10 min. practice).

**A:** \_\_\_\_\_ (partner's name), where would you like to work in the future?

**B:** I would like to work in/at/on \_\_\_\_\_ (name a workplace)

**A:** Nice. May I ask why would you like to work at/in/on \_\_\_\_\_ ?

**B:** Sure. I would like to work at/in/on \_\_\_\_\_ because I like/enjoy \_\_\_\_\_ .

**A:** Interesting. Is there a disadvantage or any cons that you can think of?

**B:** Yes, \_\_\_\_\_

**G.** Now, expand the dialogue and present it to the class. Add an introduction and exchange roles at the end. The finished product should follow the guidelines below.

- Introduction greetings.
- Ask each other about your ideal workplace.
- Farewell greeting.

**Example:**

**A:** Hi, \_\_\_\_\_ ! How are you?  
**B:** Hi, \_\_\_\_\_. I'm great. I'm looking for a job and have a few interviews this week.  
**A:** Oh cool! I'm also looking for a job, actually.  
**B:** Yes, I hope they call me back soon.  
**A:** So, \_\_\_\_\_ (partner's name), where would you like to work in the future?  
**B:** Well, I would like to work in/at/on \_\_\_\_\_ (name a workplace).  
**A:** Nice. May I ask why would you like to work at/in/on \_\_\_\_\_ ?  
**B:** Sure. I would like to work at/in/on \_\_\_\_\_ because I like/enjoy \_\_\_\_\_ .  
**A:** Interesting. Is there a disadvantage or any cons that you can think of?  
**B:** Yes, \_\_\_\_\_ .  
**A:** I see.  
**B:** What about you? Where would you like to work?  
**A:** I would like to work at/in/on \_\_\_\_\_  
**B:** That sounds \_\_\_\_\_ (adjective). And why would you like to work at/in \_\_\_\_\_ ?  
**A:** I would like to \_\_\_\_\_ because I think it is a \_\_\_\_\_ (adjective) and I like/enjoy/love \_\_\_\_\_ .  
**B:** Cool, nice to know. I hope you find the job of your dreams, and good luck with those interviews!  
**A:** Thank you, \_\_\_\_\_. You too, see you around!  
**B:** See you around, \_\_\_\_\_ ! Take care!

**EXIT TICKET**

**H.** Pair work. Evaluate your performance according to the following statements. Circle your answer.

<b>A</b>	I completed all of the steps for this speaking lesson.	<b>YES</b>	<b>NO</b>
<b>B</b>	I was able to practice the dialogue with a classmate for 10 minutes or more.	<b>YES</b>	<b>NO</b>
<b>C</b>	I was able to explain and justify what my dream job would be.	<b>YES</b>	<b>NO</b>
<b>D</b>	I was able to analyze the pros and cons of my dream workplace.	<b>YES</b>	<b>NO</b>





## Lesson IV: Writing

### PRE WRITING

**A.** Do you know of any local festivals in your region? Which ones?

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**B.** If your answer is no, is there a festival that you would like to visit?

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In Chile, we celebrate everything and local products are not the exception. You can find festivals that celebrate fruits (Watermelon Festival in Paine), local dishes, and even a whole festival dedicated to milk and meat in Osorno. There are also more traditional music festivals like the Olmué Festival or others that pay respect to religious tradition like Virgin of La Tirana Festival.

For this writing lesson, you will have to write a review about a local festival.

**C.** Find a festival or carnival in your city or choose any other Chilean celebration for this activity.

**D.** Find specific information about the festival, such as:

- Details of the event (date, place, hosts, and/or performers, if applicable)
- Main event description
- Specific information about what the festival celebrates
- History of the event and/or relationship with the host community
- Extra information or anecdotal, miscellaneous details (OPTIONAL)
- Invitation to visit the event/conclusion



**E.** Here you have an example that reviews the Watermelon Festival in Paine. The sections have been separated (1 to 8) so that you can organize your first draft following the same order in paragraph form.

## **EXAMPLE**

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### **1. Title**

The Watermelon Festival of Paine prepares the 2022 Rural Expo that will showcase top performers this year.

### **2. Intro**

Summer is coming and carnivals and festivals are starting throughout Chile, especially those named after local produce. Such is the case of the Watermelon Festival in the commune or city or town of Paine. To find out more about this event, we talked with Mayor Diego Vergara who talked to us about the program schedule and all the activities that will take place during the summer.

### **3. Details of the event (date, place, hosts, and/or performers, if applicable)**

The event typically occurs on the 2nd or 3rd weekend in January and it is usually held at the Municipal Stadium of the comuna. The 43rd version of the Paine Watermelon Festival will take place on January 18th and January 19th and will be hosted by Pamela Díaz and José Miguel Viñuela. The mayor announced the participation of comedian Sergio Freire, the Santa Feria Band, the singer songwriter Fito Páez, and finally, the popular cumbia group Chico Trujillo.

### **4. Main event description**

During the Paine RuralExpo, the "Watermelon King" is elected among more than 40 agricultural producers from the area. Applicants for the fruity scepter sign up the three watermelons with which they will compete. A minister of faith takes the fruit a day before the competition. On the day of the competition, the fruit is weighed, and then its juice is introduced into the refractometer this device measures the sweetness in degrees then the color, and finally, the texture. The judges give scores for each of the factors and the "Watermelon King" must combine the best of these four aspects.

### **5. Specific information about what the festival celebrates**

*Citrullus lanatus*, from the Cucurbit family, is the scientific name for this delicious summer delicacy. This large fruit that has an almost spherical or elongated shape can weigh up to 18 kilograms. It has a hard shell that is very thick, smooth and shiny and green in color, sometimes streaked with white. Its watery pulp is red in color and sweet in flavor, with abundant flattened, black seeds.

## 6. History of the event and/or relationship with the host community

Mayor Vergara commented that the Watermelon Cutter is a specialist who has a lot of experience in these matters and is part of a long, centuries-old tradition. This rural tradition is passed down from generation to generation; it is quite well paid, and it assures that the watermelons that arrive at the shelves of markets and fairs are the best.

## 7. Extra information or anecdotal, miscellaneous details (OPTIONAL)

Mayor Vergara gave some advice on how to choose the best watermelons: "You must know how to choose when you buy them, choose the ones that have the light blue stamp of origin. Paine is characterized by having a special technique (to select them) and it also has a stamp of origin that is recognizable."

## 8. Invitation to the event/conclusion

We invite you to take the central highway to the south and visit Paine. There you will find a festival that promises to honor its traditional fruit with the best of the country's artistic performers. In addition, it will be a great opportunity to try a variety of desserts and even an exotic pisco sour made from watermelon juice.

For more information, visit [www.paine.cl](http://www.paine.cl). Tickets will also be available for purchase at the municipality's box office.

Adapted from: Lepe, J. L. (2018, December 21). *'Festival de la Sandía' de Paine prepara su Expo Rural y lo mejor de la parrilla artística nacional*. Citoyens.

<https://citoyens.cl/festival-de-la-sandia-de-paine-prepara-su-expo-rural-y-lo-mejor-de-la-parrilla-artistica-nacional/>

### REVISING

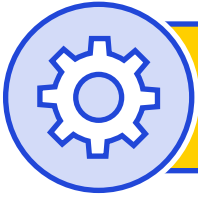
**F.** Work with a classmate and do a peer review of each other's work.

### EDITING

**G.** Focus on grammar, sentence structure, word choice, punctuation, capitalization, spelling, citation, and document format.

### PUBLISHING

**H.** Post your article on your school or class board. Send the final version to your teacher.



## Project: "Living Human Treasures in Chile"

Name of the project	<b>Living Human Treasures in Chile</b>
Level	Pre-intermediate
Time	3 hours
General aim	Students will research people or organizations that have the status of Living Human Treasure in their region. Students will prepare a multimedia presentation about a person or organization that has been granted this official recognition.
Language aims	Students will be able to: - practice, use, and consolidate vocabulary from the unit. - summarize information as well as research further details on their own in order to conduct a professional oral presentation. - provide supporting arguments for their Living Human Treasure proposal.
Resource / Material	-Sources of information to conduct their research -Computer and presentation software (PowerPoint, Prezi, etc.) -Internet
Teacher's role	The teacher will monitor students' work and answer questions related to the project. The teacher will reinforce the idea of teamwork so that everyone in the group participates in all areas of this project.
Students' role	In order to work as a team, students must organize and assign the following roles: Leader: The leader of the group will be in charge of organizing the team. Researcher: This person will be in charge of extra research as well as fact-checking information. Language Master: This person will be in charge of checking grammar, spelling, and coherence of the presentation. Designer: This person will be in charge of the visuals, colors, and style of the presentation.

## PROCEDURE

According to UNESCO, a Living Human Treasure is "a person who possesses a high degree of knowledge and skills required for performing or re-creating specific elements of the intangible cultural heritage."

**An example are Tirua's traditional bonesetters\* in the Biobío Region.**



\*A bonesetter is a person, usually not formally qualified, who sets broken or dislocated bones.

### The categories can be

- Performing arts
- Knowledge and practices concerning nature and the universe
- Artisan and traditional techniques
- Oral traditions and expressions
- Social practices, rituals, and festive events

**A.** Find a local Living Human Treasure or you can choose one from another region. Gather as much information as possible as you will have to prepare an in-depth oral presentation in English about this person or organization.

You can find more information on the National Information System for the Management of Intangible Cultural Heritage. Visit this website: <http://www.sigpa.cl/>

**B.** Be sure to include visuals, and aim to present in a dynamic, engaging way using the least amount of text necessary to convey your message.

## CONTENT

C. Your presentation will have to cover the following aspects:

<b>A</b>	Introduction (present your team and state who or which organization chosen to present to the class. Include arguments about why you chose this particular person or organization.)
<b>B</b>	Biography (date and/or place of birth, schooling and/or where they learned their form of art, major achievements, etc.)
<b>C</b>	Explain in detail all the information you were able to find about their art form. Assign a category (these are mentioned in the first part of the Procedure).
<b>D</b>	Propose another person or organization in your region that should receive this special recognition.
<b>E</b>	Provide arguments to support your proposal, including: 1) biographical details, 2) information about the art form in which they are experts, and 3) why this person or organization should be considered a vital intangible heritage that should be preserved.
<b>F</b>	Conclude your presentation and leave some room for questions.

## FOLLOW UP

D. You can make your petition official by submitting a request to propose that a person or organization be recognized as a Living Human Treasure. You can do so on this website:

<https://sites.google.com/view/scsigpa/sigpa-solicitud-ciudadana>

## VARIATIONS

E. You can decide to present without multimedia if it is not available at your school. In this case, posters and other handmade materials can be used to provide visual support. Remember that if you can't find a local Living Human Treasure, you can choose one from another region. The same goes for your proposal.

# Unit IV: Tourist Program Prevention and Safety



**Goal:** To manage unforeseen situations, such as assisting tourists in case of loss or theft, illness or accident, ensuring compliance with established protocols. Apply various established procedures, according to the unforeseen event presented and to the rules of the relevant authority, using effective communication techniques.

**Skills:** Listening, Reading, Speaking, Writing.

**Project:** Assessing eco-friendly practices in a local lodging.

## ★ 23 KEY WORDS

advisable (adj.)

apology (n.)

baggage claim (n.)

bin (n.)

complain (v.)

complaint (n.)

discomfort (n.)

disease (n.)

fever (n.)

fine (adj.)

garbage (n.)

headache (n.)

mandatory (adj.)

mild (adj.)

protocol (n.)

rash (n.)

recycle (v.)

remote (adj.)

safety (v.)

severe (adj.)

tap water (n.)

waste (n.)

wound (n.)



## Lesson 1: Listening Comprehension

### BEFORE YOU LISTEN

A. Discuss with your classmates. Do you know that Chile has territory in 3 continents?

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B. Guess the 3 continents and circle your answers (you must choose 3).

- a) America
- b) Asia
- c) Antarctica
- d) Europe
- d) Oceania

C. Chile has many islands in its territory. This geographical area is called Insular Chile. Have you ever been to an island?

YES \_\_\_\_\_ NO \_\_\_\_\_

D. Read the following sentences and then choose the concept that corresponds to each definition and write it in the space provided.

**Tap water - Host - Form (noun) - Submit - Baggage claim  
Loss - Food poisoning - disease - Mandatory**

1. \_\_\_\_\_: used to describe something that must be done, usually because the law states that it is necessary.
2. \_\_\_\_\_: the place in an airport where you get your suitcases and bags when you arrive after flying.
3. \_\_\_\_\_: the fact that you no longer have something or have less of something.

4. \_\_\_\_\_ : to formally send a document, plan, etc. to a person or group in authority so that they can make a decision about it.
5. \_\_\_\_\_ : the water that comes into houses and other buildings from the local water system.
6. \_\_\_\_\_ : an illness caused by eating food that contains harmful bacteria.
7. \_\_\_\_\_ : (an) illness of people, animals, plants, etc., caused by infection or a failure of health.
8. \_\_\_\_\_ :
9. \_\_\_\_\_ : something, usually paper, that has spaces marked where you fill in information.
10. \_\_\_\_\_ : someone who has guests.

**E.** Now, use the words from Exercise D to complete these sentences.

1. If your bags are missing, please head over to the \_\_\_\_\_ office.
2. I need to report the \_\_\_\_\_ of my passport.
3. Try to drink bottled water instead of \_\_\_\_\_. It's safer.
4. The use of a face mask is \_\_\_\_\_. You must wear it all the time.
5. Once the \_\_\_\_\_ is completed, you must \_\_\_\_\_ it.
6. Some \_\_\_\_\_ symptoms are diarrhea, vomiting, and fever.
7. I will write a positive review for my \_\_\_\_\_. He was very caring and attentive.
8. Cholera is an infectious \_\_\_\_\_ caused by the *Vibrio cholerae* bacterium.

**F.** You will listen to a recording about Easter Island. Predict its main idea.

1. To ask tourists about their vacation preferences and reason for travel.
2. To provide answers to frequently asked questions and general recommendations.



## AFTER YOU LISTEN

[Click here to listen](#) 

**G.** Highlight the topics discussed in the audio as you listen.

1. Tourist visa duration
2. Documents needed
3. Lost luggage
4. Itinerary changes
5. Lost documents
6. Restaurant choices
7. Health precautions
8. Fun things to do on the island
9. Places to visit on the island

## AFTER YOU LISTEN

**H.** Listen to the recording again and focus on the following words and phrases (1 - 7). Try to guess their meaning from context and find a synonym using the words from the box. There is one extra concept that you do not need to use.

**You shouldn't - Got lost - Unknown - Help  
Collecting - Complete - If - Easy**

1. Fill out: \_\_\_\_\_
2. Goes missing: \_\_\_\_\_
3. Picking up: \_\_\_\_\_
4. In case: \_\_\_\_\_
5. Assist: \_\_\_\_\_
6. It is not advisable: \_\_\_\_\_
7. Uncertain: \_\_\_\_\_

**I. Read the questions and circle the correct answer.**

**1.** The recording provides answers to questions related to:

- A.** food – documents required – luggage – stolen documents – health suggestions
- B.** visa – documents required – luggage – sightseeing – health suggestions
- C.** documents required – luggage –stolen documents – health suggestions

**2.** Which of these is not necessary to board the plane?

- A.** to show your return ticket before travelling.
- B.** to indicating the address of the place you're staying.
- C.** to write a letter to the mayor.

**3.** Who is held responsible if luggage goes missing?

- A.** The airline
- B.** The police
- C.** The hotel staff

**4.** What are travelers supposed to do if their documents are lost or stolen?

- A.** They have to go back home immediately.
- B.** They are advised to report this situation to the police as soon as possible.
- C.** They should ask their host for help and panic.

**5.** According to the recording, which of these statements is true regarding health precautions?

- A.** Drink lots of fluids and eat three fruits a day.
- B.** Avoid unknown food sources and tap water.
- C.** Use a personal mosquito net that covers your entire body.

**6.** According to the recording, why should visitors use insect repellent?

- A.** To avoid infectious diseases transmitted by mosquitoes.
- B.** Because there are many venomous spiders on Easter Island.
- C.** To avoid Chagas disease, hantavirus, and Zika.

**J.** Do you know of any other locations in Chile that have presence of mosquitos that transmit infectious diseases? You can check your guess in the Appendix.



## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Read and discuss the following questions with a partner.

1. Do you know what zoonosis means?    **YES** \_\_\_\_\_    **NO** \_\_\_\_\_
2. Guess the meaning by choosing from these 2 possible definitions:
  - a) a disease that can spread from animals to humans
  - b) a serious condition in which a person's joints (= the places where two bones are connected) become painful, swollen, and stiff

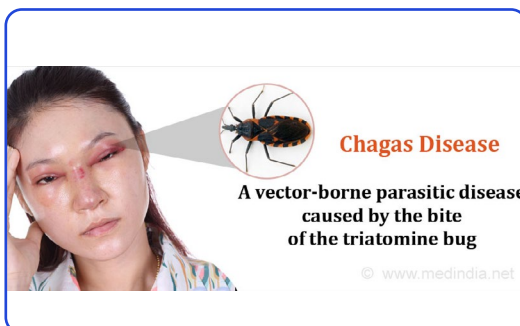
C. Can you think of examples of infectious diseases that are transmitted from animals to humans?  
Here are a few examples:



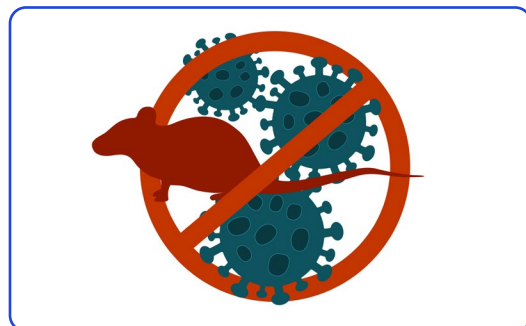
**RABIES**



**DENGUE**



**CHAGAS DISEASE**



**HANTA VIRUS**

D. The words in the box are some common symptoms that can help identify diseases. Match them using the pictures.

Eye pain - Nausea - Sore throat - Headache - Rash - Fever



1. \_\_\_\_\_



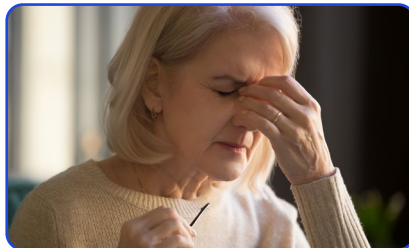
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

E. The following words can be found in the text. Choose the appropriate synonym from the box. There is one extra word.

Elimination - Member - Sickness - Lethal

Word/term	Definition	Synonym
<b>Disease</b>	(an) illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident.	
<b>Eradication</b>	The process of getting rid of something completely or of destroying something bad.	
<b>Life-threatening</b>	Able to cause death.	

## WHILE YOU READ

F. Read the text and circle the correct answer.

### 1) Who does it address?

- a) Travelers
- b) Residents
- c) Healthcare workers

### 2) What is the article about?

- a) Rescuing emergencies
- b) Preventive actions
- c) Tourist customer service

Rapa Nui is an extremely remote location. It is located 3,700 km off the coast of continental Chile. When you are this far from home, it is a good idea to take extra precautions and to be as informed as possible about any **health risks**. This article will provide advice for travelers on the small, but possible risks that are present on the Island and the preventive measures to keep in mind when visiting this special territory.

In general, most tourists who visit Rapa Nui each year return to their homes **safe and sound**. However, the most common issues include **sunburn, mosquito bites**, and some gastrointestinal discomfort, which are all typical of any trip.

### Risk of Tropical Disease

Because of the subtropical climate of Easter Island, with a high percentage of humidity and high temperatures **year-round**, there is a risk of catching a tropical disease through the bite of the *Aedes aegypti* mosquito, locally known as *nao nao*. This insect can transmit dengue, yellow fever, Zika, and chikungunya. Luckily, in Rapa Nui there have only been records of dengue.

### Dengue on Easter Island

The *Aedes aegypti* mosquito, which was eradicated in Chile in 1961, was detected again on Easter Island in 2000. It is believed that the insect could have arrived on the island via flights that connect Tahiti with Rapa Nui. This insect has also been detected in the north of Chile, specifically in Arica and Iquique. This species bites during the day, being more active two hours before and two hours after sunrise and sunset.

Symptoms usually last between one and two weeks, after which the patient begins to improve until they recover completely. Dengue infections are mostly asymptomatic. Possible symptoms are high fever, headache or pain behind the eyes, muscle and **joint** pain, nausea or vomiting, and rash. If any of these symptoms occur, please visit urgently the Hanga Roa Hospital.

## Preventive actions

The health authorities are determined to control and avoid the spread and transmission of dengue on Rapa Nui.

Some actions taken by local authorities are frequent fumigation of large sectors of the island, special plans for garbage collection, and the supply of repellents and mosquito nets to homes and tourist accommodations.

## How to dress

- Wear long-sleeved shirts, long pants, socks, and close-toed shoes when you are outside.
- It is advisable to spray clothes with repellents containing permethrin or diethyltoluamide (DEET) since mosquitoes can bite through **fabric**.
- It is better to wear light-colored clothes; avoid bright colors and do not wear perfume as it can attract insects.

## How to use insect repellent

- Apply in the areas that are not covered by clothing. We recommend choosing insect repellents that contain DEET in a concentration greater than 40%.
- Avoid spraying it on mucous membranes, **eyelids**, lips, **wounds**, or sunburn. It is also advisable to avoid areas such as the **groin** or the **armpits**.
- When using sunscreen and insect repellent together, you must first apply the sunscreen to your skin; half an hour later, you can use the repellent. It is recommended you reapply the repellent after bathing.

## Precautions to take at your lodging

- It is ideal to stay in hotels or cabins that have mosquito nets in windows and air conditioning.
- Do not open the windows at hours where the mosquitos are very active.
- Use insecticides.

## Drinking water on Easter Island

Tap water on Rapa Nui is filtered and disinfected before being distributed. Even so, it is possible that travelers experience discomfort when drinking a different type of water. The taste of the tap water is not very pleasant, so it is advisable to buy bottled water.

We recommend that you buy a 20 liter bottle. That way, you can refill your reusable bottles or **canteen**. This small act will avoid single-use plastic and will contribute to Rapa Nui's sustainability efforts.

Rapa Nui is a great destination for people who are after a cultural experience and adventure. By taking these preventive actions, we guarantee a carefree holiday and a positive experience.

For further questions on tropical diseases, please visit:

<https://www.minsal.cl/virus-dengue/>

Or <https://www.who.int/csr/don/22-february-2020-dengue-chile/es/>

Adapted from: *Health and Vaccines in Easter Island*. (n.d.).

Imagina Easter Island. <https://imaginaisladedepascua.com/en/easter-island-health-vaccines/>

## AFTER YOU READ

**G.** Look at the highlighted words and phrases on the text. Guess their meaning by context and write them next to the appropriate definition.

1. \_\_\_\_\_: Sore, red skin caused by too much time in the sun.
2. \_\_\_\_\_: A place in your body where two bones are connected.
3. \_\_\_\_\_: An injury to the body, such as a cut or tear in the skin or flesh.
4. \_\_\_\_\_: A bump that appears on your skin after a mosquito uses its mouthparts to puncture it.
5. \_\_\_\_\_: The hollow place under your arm where your arm joins your body.
6. \_\_\_\_\_: Something that increases your chance of developing a disease.
7. \_\_\_\_\_: Cloth or material for making clothes.
8. \_\_\_\_\_: A small container for carrying water or another drink, used especially by soldiers or travelers.
9. \_\_\_\_\_: For the full year.
10. \_\_\_\_\_: The place at the front of your body where your legs meet.
11. \_\_\_\_\_: Completely safe and without injury or damage.
12. \_\_\_\_\_: The two pieces of skin that you use to close your eyes.

**H.** Read the text again and then read the following questions and select the correct answer.

1. According to the text, what diseases are present on Easter Island?

- A. Dengue
- B. Zika
- C. Yellow fever
- D. All of the above

2. Why did the mosquito appear again?

- A. It was created in a laboratory.
- B. It may have originated in a flight from Tahiti to Easter Island.
- C. Nobody knows.
- D. It was never eradicated.

**3.** What other places in Chile have *Aedes aegypti*?

- A.** In the north of Chile, specifically in Calama and Antofagasta.
- B.** In the south of Chile, specifically in Puerto Varas.
- C.** It is only present on Easter Island.
- D.** In the north of Chile, specifically in Arica and Iquique.

**4.** What are common symptoms of dengue, and how long do these usually last?

- A.** Nausea, fever, diarrhea, and muscle and joint degeneration. They may last for 3 to 7 days.
- B.** Nausea, fever, rash, and muscle and joint pain. They may last for one to two weeks.
- C.** Nausea, fever, fainting, and muscle and joint pain. They may last for one to two months.
- D.** Nausea, fever, rash, and muscle and joint degeneration. They may last for two to three weeks.

**5.** Is there a vaccine to protect humans from dengue?

- A.** Yes, there is. You need to get it before traveling to the island.
- B.** No, there isn't, so it is strongly advised to take some precautions.
- C.** The WHO (World Health Organization) doesn't have this information.
- D.** It doesn't say.

**6.** What can travelers do to avoid dengue?

- A.** The only way to avoid infection is to get a vaccine.
- B.** There is no way to avoid infection.
- C.** They can use insect repellent and mosquito nets.
- D.** The government has special plans for garbage collection. This is the only way to avoid infection.

**7.** When using insect repellent and sunblock, which is the best approach?

- A.** Apply sunscreen first and wait 30 minutes before applying insect repellent.
- B.** Apply sunscreen and insect repellent at the same time.
- C.** Apply insect repellent and wait for about 30 minutes before applying sunscreen.
- D.** Apply insect repellent first and sunscreen right after.



8. When is the mosquito most active?

- A. About two hours before and after sunrise and two hours before and after sunset.
- B. All day long.
- C. By night.
- D. From morning until noon.

10. What is a sustainable action in relation to water?

- A. Tap water is not disinfected, so do not drink it.
- B. Tap water is very safe and tasty, so there is no problem in drinking it.
- C. It is not advisable to drink tap water, so the best thing to do is buy plastic bottles of water.
- D. It is suggested that you buy 20-liter bottles of water and use it to fill your reusable bottle. This way you avoid using too much plastic and potential stomach discomfort.

I. Choose a title for this article.

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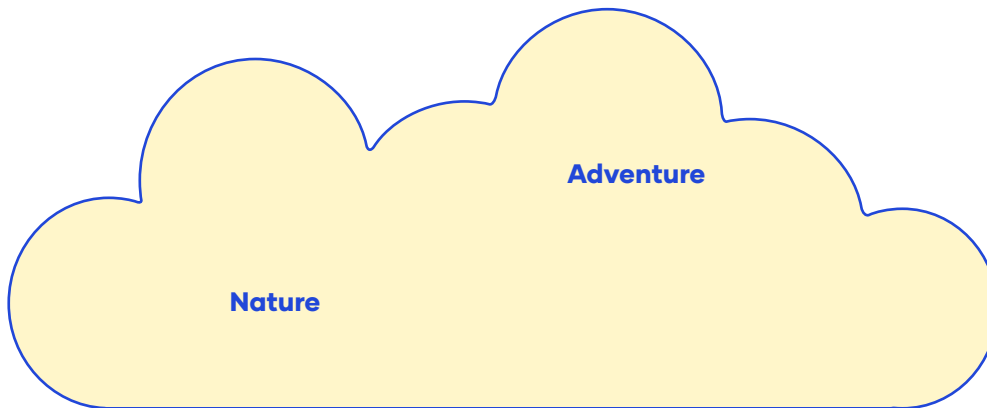




## Lesson III: Speaking

### WARM UP

A. What comes to your mind when you hear the word "camping"? Brainstorm with your group and write at least 10 words, phrases, or concepts.



B. Look at the picture and answer the questions with your group.



1. Where are they?

---

2. What are they doing?

---

3. What do you think they will do with the trash they will generate?

---

4. Would you like to be there? Why or why not?

---

## INPUT



**C.** Focus on pronunciation and intonation. Listen to your teacher and repeat these phrases. Then practice with a partner.

- A.** Hi there! Nice to meet you!
- B.** What can I do for you?
- C.** Great question! I'll find that out for you.
- D.** Happy to help!
- E.** I'm really sorry about the inconvenience.
- F.** May I ask why that is?
- G.** Thanks for bringing this to our attention!
- H.** Could you please hold on for a moment?
- I.** I'll see what I can do.
- J.** I'm sure we can work it out.
- K.** Thank you so much for your patience.
- L.** As much as I'd love to help, I don't have more information.
- M.** Is there anything else I can help you with?



**D.** Match each phrase from Exercise C with a similar phrase below. Write the corresponding letter in the space provided. There is one example.

<b>C</b>	<b>1.</b> That's a good question! Let me find the information.
	<b>2.</b> Hey! Great to meet you!
	<b>3.</b> Would you mind waiting for a few seconds, please?
	<b>4.</b> Anything else you might need?
	<b>5.</b> Could you tell me why you feel this way?
	<b>6.</b> Even though I'd love to help you...
	<b>7.</b> How can I help you?
	<b>8.</b> We'll find a proper solution.
	<b>9.</b> Thank you for noticing and letting us know!
	<b>10.</b> I'm so glad I could help.
	<b>11.</b> Thank you for being so patient.
	<b>12.</b> Please accept our apology; I understand how unpleasant this must be.
	<b>13.</b> I'll do my best to help you.

**E.** Have you heard of CAPA ( Corrective Action and Preventive Action) Read the following text and find out its meaning.

In short, CAPA can provide a structure for finding the root cause of a problem, solving that problem, documenting the conditions, and devising solutions for the future and for looking for potential problems and their solutions.

Here is the main difference between the two:

**Corrective Action:** Elimination of the cause or causes of an unacceptable situation in order to prevent it from happening again.

**Preventive Action:** Identification and elimination of the cause(s) of potential unacceptable situations in order to prevent them from happening.

Taken from Marker, A. (2018, January 30). *Staying on the Journey to Success: How CAPA Can Sustain Your Organization*. Smartsheet

from <https://www.smartsheet.com/corrective-and-preventive-action>

In the next section, we'll give you an example of CAPA based on the recording you will listen to.

### CONTROLLED PRACTICE

**F.** Read the following dialogue between Mary, a camper, and Antonio, a park ranger. Get together with a partner and role-play. Make sure you exchange roles and practice both.

**Antonio:** Hi! My name is Antonio. What can I do for you?

**Mary:** Hi, my name is Mary. I need to make a complaint about the ecological toilets.

**Antonio:** May I ask what the problem is?

**Mary:** They are not working properly. There is a very bad smell and they don't look clean.

**Antonio:** Oh! I'm terribly sorry to hear that. Let me see what I can do.

**Mary:** Yes, please! I've never experienced something like this before. It's very unpleasant.



**Antonio:** I totally understand how you feel, and we are here to help. Could you hang on for a moment, please? I'll contact the cleaning staff immediately.

**Mary:** Thanks. Please make sure you solve this.

**Antonio:** I'm sure we will solve this as soon as possible. Thank you very much for your patience. I have good news! The cleaning staff is on their way and they will take care of the bad smell.

**Mary:** Thank you so much, Antonio. I'm pleased to know that this issue will be solved quickly.

**Antonio:** Thank you for bringing this to our attention! I promise you that this will not happen again. The manager just told me that we will have an assembly with the other campers to teach them how to use the ecological toilets correctly.

**Mary:** That's a great idea, Antonio.

**Antonio:** Yes, maybe not everyone knows how to use them, so it should help us avoid these types of situations. Is there anything else I can help you with?

**Mary:** No, that was all, Antonio.

**Antonio:** No problem. Happy to help!

**G.** Based on the previous dialogue, identify the customer's complaint (problem) and the corrective action(s) and preventive action(s) that Antonio considers.

PROBLEM	CORRECTIVE ACTION(S)	PREVENTIVE ACTION(S)

### FREER PRACTICE

**H.** Work with a partner. Create a similar dialogue to that in Exercise F, but change the problem. Use the expressions from Exercises C and D.



## EXIT TICKET

I. Read the statements and circle your answer.

- |  |            |           |
|--|------------|-----------|
| <b>A.</b> I was able to practice the dialogue with a partner.                          | <b>YES</b> | <b>NO</b> |
| <b>B.</b> I have learned and practiced phrases to help me solve customers' complaints. | <b>YES</b> | <b>NO</b> |
| <b>C.</b> I think word choice is important when dealing with customers.                | <b>YES</b> | <b>NO</b> |
| <b>D.</b> I understand what CAPA means and how to use it for solving problems.         | <b>YES</b> | <b>NO</b> |



# Lesson IV: Writing

## PRE WRITING

A. Label the pictures using the words from the box.

Plastic - Ecobrick - Toiletries - Recycle - Vegetable garden  
Waste - Food packaging - Greenhouse



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**B. Read the following sentences and answer the questions in Exercise C.**

Example:

Fasten your seatbelt, please c) Expressing a command (order)

- Don't forget to check in when you arrive.
- If your baggage is missing, head to the baggage claim office.
- Turn off your mobile phone.
- Go to your room!
- Answer the questions.

**C. What is the purpose of these sentences? Circle the correct answer. You can circle more than one option.**

- |                                 |                       |
|---------------------------------|-----------------------|
| a) Asking for permission        | d) Asking for help    |
| b) Expressing a command (order) | f) Telling a story    |
| c) Expressing a request.        | g) Giving instruction |



**LANGUAGE NOTE**

An imperative sentence is a sentence that gives a command or gives a request to do something.



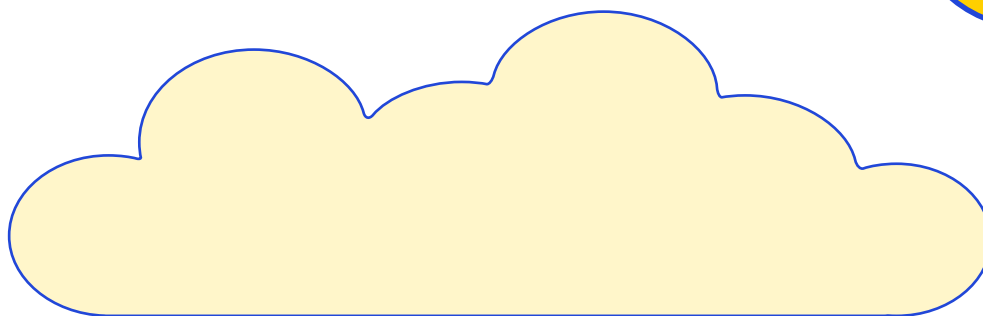
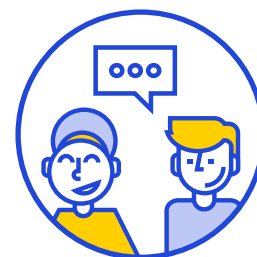
**D.** Fill in the gaps with a suitable verb from the box.

**avoid - sort - use - take care - be allowed - compost - minimize  
protect - reduce - reuse - recycling - throw out - interfere - damage**

1. Don't get rid of organic waste. You can use it to \_\_\_\_\_.
2. Don't \_\_\_\_\_ your garbage here. It is penalized with a \$100,000 CLP fine.
3. Use the bins to \_\_\_\_\_ your waste into glass, paper, plastic, and organic waste. \_\_\_\_\_ is our top priority.
4. \_\_\_\_\_ the flora and fauna and don't \_\_\_\_\_ with nature.
5. \_\_\_\_\_ or \_\_\_\_\_ the use of plastic by bringing reusable bottles and cutlery.
6. We provide toiletries to \_\_\_\_\_ the use of plastic containers.
7. There is a vegetable garden and a greenhouse available for tourists to \_\_\_\_\_ during their stay. Be careful not to \_\_\_\_\_ the new plants, please.
8. We provide recycling bins; please \_\_\_\_\_ of them and keep them clean.
9. Please \_\_\_\_\_ your towels if you can.
10. You \_\_\_\_\_ to do laundry only once a week.

### DRAFTING

**E.** Pair work. You are going to write an eco-friendly guideline for sustainable lodging (at least 10 guidelines). Brainstorm about the green actions that you would include and find a name for your agency.



Below you'll find a model to help you organize your ideas.

**Name of the agency: Green Planet**

---

Presentation: Welcome to Green Planet Tourism Agency. Our mission is to preserve the environment through responsible and sustainable practices and actions. This is why we expect our visitors to be active participants in the protection of our planet. We invite you to read and follow these guidelines so that you can help us preserve and protect the environment.

Green Planet Eco-Friendly Guidelines



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**REVISING**

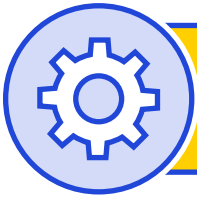
**F.** After writing, share your work with another group and provide feedback to each other.

**EDITING**

**G.** Rewrite a final version of your guidelines using your classmates' remarks. Pay attention to spelling, punctuation, and capitalization.

**PUBLISHING**

**H.** Print a copy of your eco-protocol and hang it on your classroom bulletin board. If printers are unavailable, write it on a piece of paper or poster board.



## Project: Assessing eco-friendly practices in a local lodging

Name of the project	<b>Assessing eco-friendly practices in a local lodging</b>
Level	Pre-intermediate
Time	3 hours
General aim	<p>Students will conduct a survey to assess eco-friendly practices in a local accommodation.</p> <p>Students will present the results to the class in the form of an oral presentation.</p> <p>Students will reflect on sustainable practices within the tourism industry.</p> <p>Students will try to solve the problems they found by proposing corrective and preventive actions (CAPA).</p>
Language aims	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-practice, use, and consolidate vocabulary related to sustainable practices.</li> <li>- analyze, justify, and show the data they find.</li> </ul>
Resources / Material	<ul style="list-style-type: none"> <li>-Eco-friendly travel tips video</li> <li>-Computer and presentation software (PowerPoint, Prezi, etc.)</li> <li>-Internet, audio player</li> <li>-Survey</li> </ul>
Teacher's role	<p>The teacher will monitor students' work and answer questions related to the project.</p> <p>The teacher will reinforce the idea of teamwork so that everyone in the group participates in all areas of this project.</p>
Students' roles	<p>Leader: The leader of the group will keep track of everyone's roles.</p> <p>Researcher: This person will be in charge of extra research as well as fact-checking information.</p> <p>Material and timekeeper: This person will be responsible for the materials used for the presentation and tracking time.</p> <p>Language master: This person will be in charge of checking grammar, spelling, and coherence.</p> <p>Designer: This person will be in charge of the visuals, colors, and style of the presentation</p>

## BEFORE STARTING YOUR PROJECT:

- A.** Watch this video about eco-friendly tips for tourists. Take notes if necessary as it contains useful ideas for this project. Focus on the first 8 tips (from 0 to 2:20 min.).



## PROCEDURE

- B.** You will conduct a survey to assess sustainable practices in a local accommodation. They can be cabins, hotels, hostels, campgrounds, etc.
- C.** Read the Sustainable Practices Questionnaire model on the next page and get familiarized with its contents. Look up the words you don't understand. You can include an extra set of questions in case you'd like to add more.
- D.** Analyze the results and present them to the class along with suggestions for the improvement of sustainable programs where necessary.
- E.** Identify at least 3 problems and propose corrective and preventive actions (CAPA) as seen in the speaking lesson in this unit.

## FOLLOW UP

- F.** Create your own video on eco-tips for sustainable tourism in Chile or your region. You can use the video as a model. Choose a natural setting to film your video (2 minutes long minimum).

## VARIATION

- G.** If you can't find an accommodation near you, you can send the survey via email or conduct it over the phone. Ask your teacher for help.  
As usual, you can prepare visual support materials on your own, without a computer in case this is not available at your school.

## SURVEY MATERIAL

### Sustainable Practices Questionnaire

1.	Do you have a recycling program?	YES	NO
2.	Do you have eco-friendly guidelines for your visitors to follow?	YES	NO
3.	If yes, have you assigned staff to check that these guidelines are followed?	YES	NO
4.	Have you established fines for people who don't follow the guidelines?	YES	NO
5.	Do you have a plan for non-recyclable waste? For example, ecobricks.	YES	NO
6.	Have you got a water saving plan in place?	YES	NO
7.	Would you consider dry toilets?	YES	NO
8.	Do you offer sustainable alternatives for tours such as bicycles, horseback rides, electric cars, etc.?	YES	NO
9.	Do you use renewable energy or have plans to introduce solar energy, for example?	YES	NO
10.	Do you offer cultural tours for visitors so they can learn about the local community's lifestyle?	YES	NO



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# Appendix



## ANSWER KEY UNIT I

### LESSON I

#### Exercise A:

1. GDS: Global Distribution Systems
2. Answers will vary

#### Exercise B:

1. Supply chain
2. Inventory
3. Suppliers
4. Itinerary
5. Distributors

#### Exercise C:

Suppliers: Cruise Lines, Hotels, Car Rental Companies, Airlines  
Distributors: Travel Agencies, Tour Operators

#### Exercise D:

- a) 3
- b) 6
- c) 10
- d) 7
- e) 5
- f) 9
- g) 1
- h) 4
- i) 8
- j) 11
- k) 2

#### Exercise E:

2. Departure: Atlanta, Georgia / Arrival: Cape Town, South Africa

#### Exercise F:

Answers may vary.

#### Exercise G:

1. T
2. T
3. F
4. T
5. T
6. T

### LESSON II

#### Exercise A:

1. Business Tourist
2. Adventure Tourist
3. Food Tourist
4. Eco Tourist
5. Event Tourist
6. Leisure Tourists
7. Cultural Tourist

#### Exercise B:

- 1 - D
- 2 - E
- 3 - C
- 4 - F
- 5 - A
- 6 - G
- 7 - B

#### Exercise C:

a, b, c : Self study

#### Exercise D:

3. Santiago de Chile

#### Exercise E:

a) The tourist is asking for information about tours and activities

#### Exercise F:

Practice Activity

#### Exercise G:

Practice Activity

#### Exercise H:

Some answers may vary, but generally this would be considered correct:

1. Gran Naval Hotel recommended the tour agency to Mr. Funke
2. The purpose is asking for information related to tours in Iquique. Paragliding specifically, prices and safety qualifications from both the team and the equipment.

3. a) He says he is concerned about safety and would like to know about staff safety qualification and equipment certification. b) Answers may vary and this is personal inference and

information is NOT located in the text. Options could be: Because paragliding can be a dangerous activity / Because paragliding is a regulated activity / Because he is worried about accidents / Because he would like to make an informed decision, etc.

4. c) Arrival Nov 08th, 2020 / Departure Nov 15th, 2020

5. He is interested in extreme and fun activities or any other adventure related tours such as horse riding, scuba diving, fishing, trekking, canopy, etc.

6. Adventure Tourist

#### Exercise I

Closing activity / No answer needed

### LESSON III

#### Exercise A:

1. Ankle
2. Sunblock
3. Desert
4. Stones
5. Ticket
6. Trail

#### Exercise B:

Practice activity

#### Exercise C:

Answers may vary.

Possible answers include:

Water / sunblock / hat glasses / lightweight clothes / food / first aid kit / backpack / lip balm / hiking shoes or sturdy sandals / bug repellent / camera / cash

#### Exercise D:

1. Oh no, I forgot my sunblock and glasses!
2. Please remember it is forbidden to step out of the trail. Always follow the path.
3. Do I need to pack a swimsuit for tomorrow?
4. Ouch! I think I sprained my ankle.
5. Does everyone have their tickets and ID at hand?

6. Taking stones, rocks or flowers is not allowed in this protected area.

#### Exercise E:

Self-Study

#### Exercise F:

Practice activity

#### Exercise G:

Practice Activity

#### Exercise H:

Answers may vary / Group auto evaluation

### LESSON IV

#### Exercise A:

1. Opening
2. Body
3. Ending

#### Exercise B:

1. Begin with a greeting
2. Thank the recipient
3. Provide a reply to the previous email
4. Add your closing remarks
5. End with a closing

#### Exercise C:

Answers may vary as students can add other phrases in addition to the suggestions

5-step process when replying to an email:

1. Begin with a greeting  
*Dear Mr./Ms. XXXXX,*
2. Thank the recipient  
*Thank you for contacting us at XXXXX.*
3. Provide a reply to the previous email  
*About your questions, we XXXXX / With regards to your request, we XXXXX / Concerning your last email, I think we can XXXXX*
4. Add your closing remarks  
*If you have any further questions, don't hesitate to contact us.*
5. End with a closing  
*Regards, / Kind regards, / Sincerely,*

#### Exercise D:

Self-study activity

#### Exercise E:

Practice Activity

#### Exercise F:

Practice Activity

#### Exercise G:

Practice Activity

#### Exercise H:

Practice Activity

### LESSON V PROJECT

#### Exercise A:

1. Cargo
2. Statistics
3. Standards
4. Policy (singular) / Policies (plural)
5. Training
6. Regulatory Body
7. Visa



## ANSWER KEY UNIT II

### LESSON I

#### Exercise A:

1. Lost baggage
2. Upset stomach
3. An accident
4. Lost documents
5. Missing a bus
6. Stolen camera

#### Exercise B:

1. Added value
2. Efficiency
3. Reputation
4. Hospitality industry
5. Empathy
6. Accountability
7. Reassurance
8. Friendliness
9. De-escalate

#### Exercise C:

- a) Answers may vary.  
b) Answers may vary, but usually: sad, angry, frustrated, disappointed, hopeless

#### Exercise D:

1

#### Exercise E:

3.

#### Exercise F:

1. A
2. B
3. B
4. A
5. C

#### Exercise G:

1. stranded
2. luggage
3. airline
4. delayed
5. departure time
6. remain calm
7. seat
8. flight
9. single
10. toiletries
11. covered
12. travel insurance
13. above
14. beyond

#### Exercise H:

1. False
2. True
3. False
4. False
5. True
6. True

### LESSON II

#### Exercise A:

A. Answers may vary

#### Exercise B:

1. B
2. C
3. A

#### Exercise C:

- A. Nonverbal communication
- B. Active Listening
- C. Clarity
- D. Concision

E. Confidence

F. Empathy

#### Exercise D:

1. Active Listening
2. Nonverbal Communication
3. Clarity and Concision
4. Confidence
5. Empathy

#### Exercise E:

1. disagree/point of view
2. follow through
3. to convey
4. tune in
5. approachable
6. display

#### Exercise G:

- A X  
B ✓  
C ✓  
D X  
E ✓  
F X

### LESSON III

#### Exercise A:

Answers may vary but generally > IATA airport codes are important because 3-letter airport codes allow easier identification and prevent confusion in documents and documentation.

#### Exercise B:

1. LSC
2. PUX
3. ANF
4. ARI
5. IQQ
6. PUQ
7. CJC
8. IPC
8. ZCO

#### Exercise C:

Practice Activity

#### Exercise D:

Practice Activity

#### Exercise F:

Possible answers:

1. Could you help me for a second? / Would you help me for a second, please?
2. Can I ask a favor? / Could I ask you for a favor, please?
3. I wonder if you could help me with this. / I wonder if you could, please, help me with this.
4. I could do with some help, please. / I would very much appreciate your help.
5. I can't manage. Can you help? / I'm having troubles with this. Could you help me, please?

6. Give me a hand with this, will you? / Could you give me a hand with this, please?

7. Lend me a hand with this, will you? / Would you lend me a hand with this, please?

8. Could you spare a moment? / Would you spare a moment for me, please?

9. I need some help, please / I need

some help with this. Could I ask for your assistance, please?

**Excercise G:**  
Self-study

**Excercise I:**  
Self-study

**Excercise J:**  
Practice speaking

#### LESSON IV

**Excercise A:**  
Instruction and example

**Excercise B:**  
Self-Study

**Excercise C:**  
Practice activity

**Excercise D:**  
Practice activity

**Excercise E:**  
Practice activity

**Excercise F:**  
Practice activity

#### LESSON V PROJECT

**Excercise A:**  
Self-study

**Excercise B:**  
Answers may vary

## ANSWER KEY UNIT III

### LESSON I

#### Exercise A:

Answers will vary

#### Exercise B:

Practice activity

#### Exercise C:

Answers may vary

#### Exercise D:

1. culture
2. heritage
3. tourist attraction
4. authentic
5. conservation
6. cooperative
7. oasis
8. saltpeter
9. legacy
10. restore
11. wealth
12. downtown

#### Exercise F:

1. B
2. C
3. C
4. D
5. A
6. C
7. D

#### Exercise G:

1. recommend / to visit
2. took
3. declared / Heritage
4. fascinating / history

5. pioneers / legacy / impact

6. deposit

7. restored

8. major / protect

### LESSON II

#### Exercise A:

1. Churches of Chiloé
2. Historic Quarter of the Seaport City of Valparaíso
3. Humberstone and Santa Laura Saltpeter Works
4. Qhapaq Ñan, Andean Road System
5. Rapa Nui National Park
6. Sewell Mining Town

#### Exercise C:

Tangible: 1, 2, 5, 7  
Intangible: 3, 4, 6, 8

#### Exercise D:

Answers will vary  
(prediction exercise)

#### Exercise E:

Self-study, answers will vary

#### Exercise F:

1. C
2. A
3. D
4. C
5. C

6. A

7. D

#### Exercise G:

Some answers may vary but generally:

1. ✓ Yes, because according to the definition in the text, it is an experience that involves activities that authentically represent the stories and people of the past and present. It also includes visitating natural resources

2. ✓ Yes, this destination attracts this type of traveler.

3. ✗ The text says the opposite. Lake Villarrica in Pucón is more famous than Lake Budi.

4. ✗ No, this is wrong because there are activities around a fire at night, where the host tells stories and they sip on mate.

5. ✓ Yes, the text states that Lake Budi is home to 30% of birds species registered nationally.

6. ✗ No, the text says that the community makes decisions based on deep respect for nature and as a community.

### LESSON III

#### Exercise A:

Answers will vary.

#### Exercise B:

Practice activity

#### Exercise C:

Game

#### Exercise D:

Positive: rewarding, fascinating, exciting, creative, well-paid, glamorous, fun  
Negative: repetitive, demanding, challenging, stressful, boring

**Exercise E:**  
Practice Activity

**Exercise F:**  
Practice activity

**Exercise G:**  
Practice Activity

**Exercise H:**  
Answers will vary

#### LESSON IV

**Exercise A:**  
Answers will vary

**Exercise B:**  
Answers will vary

**Exercise C:**  
Self-study

**Exercise D:**  
Investigate and look  
for information.

**Exercise E:**  
Self-study

**Exercise F:**  
Practice activity

**Exercise G:**  
Practice Activity

**Exercise H:**  
Practice activity

## ANSWER KEY UNIT IV

### LESSON I

#### Exercise A:

Answers will vary

#### Exercise B:

Answers will vary

#### Exercise C:

Answers will vary

#### Exercise D:

1. Mandatory
2. Baggage claim
3. Loss
4. Submit
5. Tap water
6. Food poisoning
7. Disease
8. Form
9. host

#### Exercise E:

1. baggage claim
2. loss
3. tap water
4. mandatory
5. form / submit
6. food poisoning
7. host
8. disease

#### Exercise F:

2

#### Exercise G:

1, 2, 3, 5, 7

#### Exercise H:

1. complete
  2. got lost
  3. collecting
  4. if
  5. help
  6. shouldn't
  7. unknown
- Extra word: easy

#### Exercise I:

1. C
2. C
3. A
4. B
5. B
6. A

#### Exercise J:

*Aedes aegypti* has been detected in Arica and Iquique. This mosquito can transmit yellow fever, dengue, Zika, and chikungunya, among other diseases.

### LESSON II

#### Exercise A:

1. Answers will vary.
2. A

#### Exercise B:

Self-study

#### Exercise C:

1. nausea
2. rash
3. eye pain

4. fever
5. headache
6. sore throat

#### Exercise D:

disease = sickness  
eradication = elimination  
life-threatening = lethal

#### Exercise E:

- 1) a
- 2) b

#### Exercise F:

1. Sunburn
2. Joint
3. Wounds
4. Mosquito bites
5. Armpits
6. Health risks
7. Fabric
8. Canteen
9. Year-round
10. Groin
11. Safe and sound
12. Eyelids

#### Exercise H:

Practice activity

### LESSON III

#### Exercise A:

Answers may vary.

#### Exercise B:

Answers will vary but possible answers are:  
1. I think they are in the mountains; in Chile; by

the lake; in southern Chile

2. I think they are having a meal; resting; eating; having a snack
3. I think they will clean it up. / I think they'll throw it into the lake.
4. Yes because it's a beautiful place. OR Yes because I love nature. Not really because I don't like outdoor activities. / No because it looks too hot/cold.

#### Exercise C:

Practice Activity

#### Exercise D:

- 1.C
2. A
3. H
4. M
5. F
6. L
7. B
8. J
9. G
10. D
11. K
12. E
13. I

#### Exercise E:

Answers will vary

#### Exercise F:

Practice Activity

**Exercise G:**

Problem:

Eco-toilets smell bad

Corrective Action: Ask the team to clean the toilets immediately.

Preventive Action:

Teach campers how to use them properly to avoid bad smells.

**Exercise H:**

Practice Activity

**Exercise I:**

Practice Activity

**Exercise J:**

Practice Activity

**LESSON IV****Exercise A:**

1. toiletries
2. food packaging
3. ecobrick
4. greenhouse

**Exercise B:**

Self-study

**Exercise C:**

b, c & f

**Exercise D:**

1. compost
2. throw out
3. sort / recycling
4. Protect / interfere
5. Avoid OR Reduce
6. minimize
7. use / damage
8. take care
9. reuse
10. are allowed

**Exercise E:**

Practice activity

**Exercise F:**

Practice activity

**Exercise G:**

Practice activity

**Exercise H:**

Practice activity

## UNIT I PROJECT RUBRIC

Evaluate your performance:

**4:** Excellent **3:** Good **2:** Average **1:** Poor

Project: Understanding IATA and its impact on the air travel industry		SCORE
Preparation	I took notes after watching the video and I followed the role I was assigned.	
Content	My presentation shows a full understanding of the topic and covers all aspects included under project specifications.	
Research	My project includes research outside of the video from good primary sources.	
Design	My project is creative and original and has information that is organized and easy to read.	
Oral Presentation	My presentation is well organized; the information is presented in an easy to-follow, logical, and clear manner.	
Writing	My writing is organized and fluent. I express my ideas using proper vocabulary, spelling, and grammar.	
Team Work	I actively participated and I contributed to project team success. I cooperated with my team by mastering my role and helped others when I could.	

## RUBRICS, PROJECT UNIT II

Evaluate your performance:

**4:** Excellent **3:** Good **2:** Average **1:** Poor

<b>Project: Assessing Global Accessibility in local tourist facilities</b>		<b>SCORE</b>
Planning	I identified possible locations to conduct my survey and gathered all the necessary materials.	
Content	All the content is related to the results of the survey and it provides evidence of the steps conducted for this research. I successfully identified accessibility challenges and provided possible solutions towards universal access.	
Research	My project analyzes the results based on the survey conducted. My project provides evidence of research done on the subject of universal access.	
Graphics	The font is easy to read and graphics reinforce the presentation. Images are relevant and I used graphs accordingly.	
Oral Presentation	My presentation is well organized; the information is presented in an easy to-follow, logical, and clear manner.	
Team Work	I actively participated and I contributed to project team success. I cooperated with my team and helped others when I could.	



## UNIT II PROJECT: ASSESSING GLOBAL ACCESSIBILITY IN LOCAL TOURIST FACILITIES

### SURVEY Accessible Buildings Checklist

Building Exterior	Yes	No	N/A	Suggestions
Are there accessible parking spaces at/near your location?				
Are accessible parking spaces clearly marked with the International Symbol of Accessibility?				
Is there an accessible parking space to accommodate vehicles equipped with a mechanical lift or a wheelchair ramp?				
Is there a curb ramp from the parking onto the sidewalk?				
Is the route to the building entrance stable, firm, and slip-resistant?				

Building Entrance	Yes	No	N/A	Suggestions
Is the main entrance easily seen?				
Is the entrance well-lit at night?				
Is the main entrance accessible?				
Does the main entrance door have an automatic door opener?				
Are entrances well lit?				
Are edges of carpets or mats securely attached to minimize tripping hazards?				
If you have entrance stairs, do they have tactile warning strips?				

<b>Building Interior</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Suggestions</b>
Is the reception desk / check-out counter in clear view of entrance doors?				
Are aisles and pathways to goods and services at least 92 cm. wide?				
Are tripping hazards clearly marked with a bright color and/or is cane detectable?				
Can controls (light switches, emergency/alarm boxes, etc.) be operated with one hand and without twisting of the wrist?				
Do you have seating available for those waiting in line?				
Can the chairs at the tables move?				
Are popular items easy to reach on shelves?				
Do fire alarms include both auditory and visual components?				

<b>Signage</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Suggestions</b>
Is there an exterior sign identifying the name and address of the facility?				
Is there is an alternative system to communicate information on signs to customers with visual impairments?				

Washrooms	Yes	No	N/A	Suggestions
Do washroom doors have Braille lettering?				
Is there a raised (tactile) male/female symbol?				
Is there a grab bar beside the toilet?				
Are washrooms large enough to accommodate people who use scooters and power wheelchairs?				
Can someone using a wheelchair or a scooter reach the faucets and turn the water on using one hand?				
Are washroom accessories and dispensers within easy reach of a person using a wheelchair or scooter?  Are the dispensers automatic or easy to use?				

Adapted from: Ontario Business Improvement Area Association. (2016, November). Accessible Buildings Checklist: Comprehensive <http://obiaa.com/wp-content/uploads/2016/11/Accessible-Buildings-Checklist-OBIAA.pdf>

### UNIT III PROJECT RUBRIC

Evaluate your performance:

**4:** Excellent **3:** Good **2:** Average **1:** Poor

Project: Living Human Treasures in Chile		SCORE
Preparation	I got together with my group and we assigned roles for this project. Everyone participated in the process of choosing a person or organization.	
Content	My presentation covers all aspects included under project specifications (procedure & content).	
Research	My project provides evidence of research and, as a group, we made sure to check our sources.	
Design	My project includes information that is organized and easy to read. The visuals are pertinent and of good quality.	
Oral Presentation	My presentation is well organized; the information is presented in an easy to-follow, logical, and clear manner.	
Team Work	I actively participated, and I contributed to project team success. I cooperated with my team by mastering my role and helped others when I could.	

## UNIT IV PROJECT RUBRIC

Evaluate your performance:

**4:** Excellent **3:** Good **2:** Average **1:** Poor

Project: Assessing eco-friendly practices in a local lodging		SCORE
Procedure	My project had a clear objective, and, as a team, we followed the procedure successfully.	
Content	The content was well organized and followed a logical order. The project follows the guidelines and includes all the aspects that were to be considered.	
Oral Presentation	My presentation demonstrated my knowledge of the subject matter. All of the material in my presentation relates to the topic and I used appropriate vocabulary from the unit to present the data we gather from the survey.	
Graphics	I used colorful and consistent backgrounds that enhanced the visual presentation of the project. Graphics helped to clarify, explain, and support content.	
Writing	My writing was organized and fluent. I expressed my ideas using proper vocabulary, spelling, and grammar.	
Teamwork	I listened carefully to what others said. I shared ideas and resources freely. I talked about problems and found useful solutions. I knew what work needed to be done.	
<b>FINAL SCORE</b>		

## SCRIPTS

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### UNIT I: BOOKING SYSTEMS

#### Lesson I: Listening

#### Título: What is a Global Distribution System?

Airlines and travel agencies have been using Global Distribution Systems, also known as a GDS, for over 30 years.

Traveling today would be difficult without a GDS. To understand how the travel industry moves, you need to understand how Global Distribution Systems connect the world.

In this video, we will learn how a GDS connects suppliers with distributors. Let's first see how a GDS functions. A GDS is an online network for companies within the travel industry. It can connect travel agencies, cruise lines, hotels, car rental companies, and airlines.

A GDS takes the content from suppliers and makes it available to distributors. Let's take airlines as an example of a supplier and the travel agency as a distributor.

Airlines have reservation systems that keep track of their inventory. The inventory is the number of seats that are booked or available to book. The GDS has access to this inventory through a contract. The GDS then gives this access to travel agencies.

If a travel agent were to book a seat, the GDS makes sure that the information is sent to the airlines reservation system and the inventory is updated. Just like in this airline example, a GDS has access to many other suppliers. To illustrate this, let's see how Gene books his trip to another country.

Gene calls his travel agency to book a flight from Atlanta, Georgia in the United States to Cape Town, South Africa. He needs a hotel and a rental car for the three weeks that he'll be there.

The travel agent then uses a GDS to access thousands of flights from hundreds of airlines and thousands of hotel and car options for Gene.

The GDS filters all these options to give the travel agent the best set of travel options. After reviewing these options with Gene, the travel agent can then use the same GDS to book multiple flights from multiple airlines and reserve the hotel and rental car.

Because of this vast network of suppliers through the GDS, Gene has access to the best possible travel options through his travel agency.

Global Distribution Systems are vital for the ever-growing travel industry. As more suppliers and Distributors pop-up, the need for access to the expanding network continues to grow.

A GDS helps suppliers reach more travelers and helps agencies give travelers more options.

Now you understand how a GDS functions within the travel industry, but before we go, let's review how a GDS connects suppliers and distributors.

A Global Distribution System is an online network for travel suppliers and distributors. The GDS has contracts with suppliers, like airlines, to access their inventory. The GDS gives this access to Distributors, like travel agencies. The travel agencies can then use the GDS for a thorough search of travel options. Then the GDS can be used to both search and book these travel options. By using a Global Distribution System, the travel industry can reach farther.

Amadeus. (2018, August 29). *What is a Global Distribution System?*  
[Video]. YouTube. <https://youtu.be/xF1OGj2MIEw>

## **Lesson IV Project: Understanding IATA and its impact on the air travel industry**

### IATA and the Travel Industry

Oh, Hi! My name is Daniel. I'm a baggage handler. I do one of the many important jobs that help the travel industry continue to move.

Did you know that the travel industry moves 50 million tons of cargo and 3 billion passengers per year? The International Air transportation Association (IATA), keeps track of statistics like this and creates standards and policies for the air transportation industry.

These standards and policies have shaped the way that the travel industry and travel agents have operated.

In this video, I will explain how IATA impacts the travel industry. Let's start with how airlines interact with IATA.

Since IATA was created in 1945, airlines have been becoming members and there are currently over two hundred and seventy airlines with an IATA membership.

IATA represents, leads, and serves the air transportation industry. After becoming a member, an airline has lobbying power, communication campaigns, and even training through IATA.

Because of this large membership, IATA represents the majority of airlines all over the world. When IATA was first founded, its major purpose was to develop standards. When the air travel industry first started to take off in the 1930's there were very few airports. But after the creation of many airports, IATA was created to develop standards and policies to help guide the industry during the increase in travel.

One notable policy change was 3-letter airport codes. Originally, airport codes were only 2 letters, which would eventually lead to multiple airports having the same code.

IATA made 3-letter airport codes the international standard.

So, how does this affect someone like me or a travel agent? Well, first off, IATA is not a regulatory body

in regards to passenger incident. Instead, IATA provides airlines with tools and programs needed to increase efficiency, safety, and sustainability.

To do this, IATA creates the standards that airlines and other travel companies follow.

These standards are then made into easy to find documents.

If a traveler needed information on what types of visas, he or she needs, if they can travel with a particular animal or what types of travel documents are needed, IATA has annually updated documents for travel agents and travelers to use.

For example, the Travel Agent Handbook is considered the most important book for a travel agent. It contains vast amounts of important information, including electronic ticketing procedures, how to issue traffic documents, commission conditions, agency fees and regulations concerning invoicing and many more topics.

IATA also creates things like the Travel Information Manual. The TIM is the single best source for traveler related information such as passport, visa, and health documentation needed for travel into any country.

Another example, in order to decrease the amount of illegal food and animal trafficking, IATA created the live animal regulations. The LAR is the worldwide standard for transporting live animals and can be used as a reference for travelers. OH... I have another plane to load, so I need to get going. But before I do, let's recap what we've learned about IATA.

The International Air Transportation Association represents the majority of airlines worldwide. Their mission is to increase efficiency, safety, and sustainability in the air travel industry. In this effort, IATA creates standards and policies and provides airlines with the tools needed to meet these standards. If you want to find more information on IATA, please visit this website or check out some of IATA's videos.

Amadeus. (2018, August 29). IATA and the Travel Industry. [Video]. **YouTube**. <https://youtu.be/VpQarN2dln8>



## UNIT II: TOURIST CUSTOMER SERVICE

### Lesson I: Listening Comprehension

You will listen to Mrs. Klein's call with her travel agent, Alan.

**Alan:** Happy Traveler, this is Alan. How may I assist you?

**Lisa Klein:** Hi Alan, this is Lisa Klein. I've just missed my Arica – Santiago connection and now I'm stranded at the airport without my luggage.

**Alan:** I see ... What happened to your luggage?

**Lisa Klein:** I checked my bags early and a few minutes after that, the airline announced that the flight was delayed and the new departure time would be at 5 pm instead of the original 1:30 pm itinerary.

**Alan:** I understand. Could you explain what caused you to miss your flight? Was there a problem with your reservation?

**Lisa Klein:** Well, I stupidly thought I would have enough time to do a quick run back to town to purchase a few souvenirs... But I guess I was wrong.

**Alan:** OK, Mrs. Klein. Don't worry. Did you try talking to the staff at the airport?

**Lisa Klein:** Yes, I did. Unfortunately they confirmed that the next flight leaves tomorrow morning to Santiago and my bags are gone. I feel terrible and have no idea what to do next.

**Alan:** We will work this out. Try try to remain calm as I try to get you a seat on tomorrow's flight. And about your bags, I'm afraid you will have to wait until I can communicate with the airline and explain to them what happened. But rest assured, you will have your things tomorrow.

**Lisa Klein:** Thanks, that's very kind of you. But what do I do now?

**Alan:** I think the best option is to book a nearby hotel for the night and.... Let me check. Yes! There's a single room just 20 minutes away, and they offer toiletries and also have a restaurant for dinner tonight; and of course, breakfast is included.

**Lisa Klein:** Oh my! You're incredible. What do you need me to do now? I feel so stupid. I'm so sorry to have caused you so much trouble.

**Alan:** Don't worry about it. We're here to help. Just stay where you are and a driver will come pick you up in about 30 minutes.

**Lisa Klein:** One question, though. How much is this going to cost me?

**Alan:** The hotel is 60 USD per night and the extra transfers are 30 USD for the round trip. The rest of the itinerary changes are covered by your travel insurance.

**Lisa Klein:** Ooo...that's great to hear. I guess that's one thing I was smart about hahaha. Thank you so much for your help again and I promise to be on time tomorrow.

**Alan:** Sure thing, Mrs. Klein. I have sent the details to your email address, and the hotel will be waiting for you. Is there anything else I can help you with?

**Lisa Klein:** You've gone above and beyond my expectations. Superb service, Alan.

**Alan:** Thank you, Mrs. Klein. Have a good night.

**Lisa Klein:** Take care, Alan!

**Alan:** Bye, Mrs. Klein!

### UNIT III:

#### Lesson I: Listening Comprehension

**Gabriela:** Hello, welcome to SERNATUR. My name is Gabriela. How can I help you today?

**Mrs. Graham:** Hi there! Good afternoon, Gabriela, nice to meet you. My name is Danielle Graham.

**Gabriela:** Nice to meet you Mrs. Graham. Please, have a seat.

**Mrs. Graham:** Thank you, that's very kind of you. I was wondering if you could recommend activities and places to visit here in this region. Nothing too extreme; I'm most interested in culture, heritage, history—things like that.

**Gabriela:** Great, I think I can help. But first, where have you been so far?

**Mrs. Graham:** I've been to all of the beaches and most museums in town. Yesterday, I took a tour to the Pica Oasis.

**Gabriela:** Oh, I love Pica. Did you enjoy it?

**Mrs. Graham:** Yes, I absolutely loved it! I tried amazing fresh fruits from the local agricultural cooperative. It was delicious! Now, I would like to visit places of historical relevance.

**Gabriela:** In that case, I would definitely recommend a guided visit to the Saltpeter Works. They were declared a World Heritage Site by UNESCO in 2005.

**Mrs. Graham:** I read a bit about them in the local museum. Humberstone, right?

**Gabriela:** Yes, precisely. The Humberstone and Santa Laura are the best preserved and most representative remains of that White Gold Era. It's a fascinating visit with lots of history and the best part is that you can get a glimpse of pampino culture and their way of life.

**Mrs. Graham:** Pampino culture? Could you explain a bit more about them?

**Gabriela:** Of course Mrs. Graham. Pampinos lived and worked in one of the driest places in the world, the Atacama Desert, for over 60 years. They were pioneers in many ways, but their main legacy is their struggle for social justice, which had a profound impact on social history.

**Mrs. Graham:** How exciting! Why were the Saltpeter Works located in the desert?

**Gabriela:** The north of Chile is home to the largest deposit of saltpeter in the world. The remote pampas produced the fertilizer sodium nitrate that transformed agricultural lands, and produced great wealth for Chile between 1880 and 1930.

**Mrs. Graham:** Thanks for that information, Gabriela. So what can you see at this site?

**Gabriela:** The tour to Santa Laura and Humberstone Saltpeter Works includes a guided visit to the remains from both the industrial area and workers' housing. You will also be able to see recently restored places. It's one of the last oficinas still standing, and major efforts have been made to protect this World Heritage Site.

**Mrs. Graham:** Wow, I had no idea you could access this vital part of history in an authentic setting, visiting the original site. I'm so excited! Could you please guide me on how to find agencies, hours, and prices so I can book this tour?

**Gabriela:** Of course, Mrs. Graham, my pleasure. Here you have a few brochures of different agencies that offer this service. You can easily find them downtown, and if you have any questions, please don't hesitate to contact us or visit again.

**Mrs. Graham:** I can't wait to get to this ghost town and experience what it must have been like to live and work in one of the driest places on Earth. Thank you so much for your recommendation, Gabriela.

**Gabriela:** No problem, Mrs. Graham, happy to help. Have a lovely day!

**Mrs. Graham:** You too, Gabriela! Bye!

## UNIT IV:

### Lesson I: Listening Comprehension

*Iorana!* Hi! Welcome to Green Island Hotel. If you are planning to visit our beautiful Rapa Nui, here you'll find answers to some of the most frequently asked questions and also a few tips that will make your trip a little bit easier and safer.

#### How long can I stay in Rapa Nui?

If you are a tourist, you can stay in Rapa Nui for a maximum of 30 days.

#### What documents do I need to travel to Rapa Nui?

This is a list of the documents you will need to travel to Rapa Nui:

- Identity card, passport, or other official travel document.
- Your return ticket from Rapa Nui with a departure date within 30 days of your arrival date.
- Proof of a reservation for accommodations authorized by the Chilean National Tourism Service (SERNATUR), indicating the address of your lodging.

- If you are staying at a friend's or relative's house, you will need a letter of invitation from your host. Your host must be a member of the Rapa Nui community or have the status of permanent resident.
- Unique Entry Form (FUI), which you have to fill out before traveling to the island. After filling out this form, you will receive a confirmation email that you must present to the Investigations Police of Chile (PDI) at the airport. Remember that this document is mandatory, and failure to present it will mean you won't be able to board the plane.

### **What do I do if my luggage goes missing at the airport?**

If this happens, the staff in charge of picking you up at the airport will help you contact the baggage claim office and will provide all the necessary support. If your bags cannot be located and returned to you, the airline is held responsible, and they will propose compensation.

### **What do I do if my documents are stolen?**

If your documents are lost or stolen, the first step is to report the situation to the police, a process in which we will assist you. We recommend that you submit an application for a replacement passport as soon as you realize that your documents are missing.

### **What health precautions should I take into consideration when traveling to Rapa Nui?**

You should always try to avoid consuming food of uncertain origin when traveling.

It is not advisable to drink tap water on Rapa Nui. Water is drinkable, but since your body requires a few days to adjust itself, bottled water is recommended.

Following these recommendations will help you minimize the risk of food poisoning and other health related issues.

A quality insect repellent is indispensable when travelling to locations with tropical weather. It is crucial to bring and use insect repellent during your stay so as to avoid infectious diseases transmitted by mosquitoes.

Now that you are aware of the most important travel requirements and specifications, we would like to wish you a pleasant stay on this magical island.

For further enquiries please contact us.

Adapted from: *Hotel Puku Vai Info*. (n.d.). Pukuvaihotel.

From <http://www.pukuvaihotel.com/en/information.html>

Additional information

[https://www.latam.com/en\\_us/travel-information/travel-requirements-to-easter-island/](https://www.latam.com/en_us/travel-information/travel-requirements-to-easter-island/)

[https://www.latam.com/en\\_us/transparency/customer-service-plan/](https://www.latam.com/en_us/transparency/customer-service-plan/)

## Lesson V Project: Assessing eco-friendly practices in a local lodging

Do you want to travel more responsibly? Okay, well here are ten sustainable travel tips that you need to adopt.

Number one: Recycle and don't litter. Respect the country you're visiting and do not litter, ever. Take it a step further and recycle what you can, when you can; and be sure to ask your hotel about their recycling program.

Number two: Pack a reusable bottle. Plastic bottles often end up polluting the land and sea, so bring your own water bottle and refill it when traveling. The less bulk, the better, so consider buying a foldable water bottle that collapses when you're done.

Number three: Pack a reusable shopping bag. Plastic bags end up in waterways and landfills where they don't break down for years, so bring a reusable shopping bag to put all of your purchases in while shopping. I found this one online, and I bought it because it's stylish, compact, and inexpensive.

Number four: When possible, find alternatives to driving, including public transit like trains, trams, buses, etc. Also you can do walking tours, biking tours, share an Uber with someone. And if you do rent a car, consider hybrid or electric.

Number five: Support the locals, not corporations. To help the local economy thrive, buy locally made souvenirs, dine at local restaurants, use local tour operators, and stay in locally owned hotels.

Number six: Shop direct from the source. That way you know your souvenirs are ethically sourced. In Bali, we visited craftspeople in their studios. We visited batik painters, wood carvers, and jewelry makers.

Number seven: Book unique cultural experiences. Cultural tourism can help you better understand the lifestyle of the people in the regions you're visiting. Their history, art, architecture, religion, and any other cultural aspects that shape their way of life. Learn to be aware of your destination and how to help it sustain its unique character.

Number eight: Conserve water and save energy. This one's a pretty simple one. Okay, reduce your shower time, turn off the light in the hotel when you leave, and also unplug any electronics that you're not using.

Hey Ashley Renne. (2016, March 7). *TOP 10 ECO-FRIENDLY TRAVEL TIPS | Sustainable Tourism* [Video]. YouTube. <https://www.youtube.com/watch?v=unfc6iVARWA>

# Flashcards





**TOUR GUIDE**



**FRONT DESK**



**CRUISE SHIP**



**PARAGLIDING**





**QUAD BIKING**



**ASTROPHOTOGRAPHY**



**LUGGAGE**



**TOILETRIES**



**WHEEL CHAIR**



**AMUSEMENT PARK**



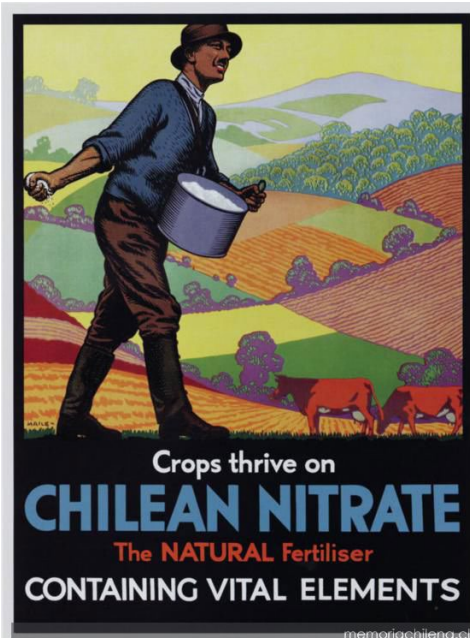
**SCUBA DIVING**



**SNORKELING**



**BIRD WATCHING**



Taken from <http://www.memoriachileno.gob.cl/602/w3-article-70600.html>

**NITRATE POSTER**



**HOT SPRINGS**



**FRUIT MARKET**



**TAP WATER**

**PAPER**

**PLASTIC**

**GLASS**

**ORGANIC**



**RECYCLE BINS**



**GARBAGE BINS**



**HEALTH CARE PROFESSIONALS**





**DEG**

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División  
Educación  
General